September 7, 1966

Mr. John McFerrin
Original Fayette County
Civic and Welfare League
Summerville, Tennessee

Dear Mr. McFerrin:

The Southern Regional Council has a paperback book project to make reading material available to disadvantaged persons. Mr. Baxton Bryant of the Tennessee Council on Human Relations mentioned to me that you may be conducting a program which could use such books. In that event, I am enclosing a set of bibliographies which we developed for this project. If you need these kinds of books, we would be happy to consider your request. Let us know how your program will operate and what kinds of people will use the books. Since this is an experimental project, we would need later a follow-up report so that we could learn how well the books were actually used.

I am looking forward to hearing from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

September 21, 1966

Miss L. Frances Jordan
Family Relations Specialist
In Charge
Agricultural Extension Service
North Carolina State University at Raleigh
Raleigh, North Carolina

Dear Miss Jordan:

Mr. W. C. Allred of the North Carolina Council on Human Relations has asked me to forward to you the enclosed bibliography developed for our paperback book project.

We would like to know briefly how you plan to use books such as these and the kind of people your program would serve.

The number of books which you select depends simply on how many you think can be profitably used in your program. You may order by category, or you may wish to select certain titles and exclude others. (You will notice the Basic One Hundred has to be ordered as a unit.) You may wish more than one copy of certain titles. When you have made your selections, just send us a list, by category or title, and how many copies of each book.

Since our project is experimental, we will need later a brief follow-up report to learn about the response to the books.

We look forward to hearing from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

cc: Will Allred

September 23, 1966

Miss Luana Green
1018 Patterson Avenue
Winston Salem, North Carolina

Dear Miss Green:

Will Allred of the North Carolina Council on Human Relations has told me about the work you are doing in your neighborhood and your need for books to set up a type of library for persons in your area. I would be pleased to hear more about your plans and have enclosed the bibliography that we are using in the Southern Regional Council's paperback book project.

The number of books you may want to select depends simply on how many you think can be profitably used. You may want all the books in a category, or you may select certain titles and exclude others. You may also order more than one copy of a book.

If this book list looks good to you, we would be happy to hear from you soon.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

September 23, 1966

Mr. Wink Morcom
Webster Co. Development Council
Box 785
Webster Springs, West Virginia 26288

Dear Mr. Morcom:

I have received your letter asking for information about our paperback book project and appreciate very much your interest. We would like to be able to help you, but because of limited resources, the program is confined to the southern region, which, for our purposes, unfortunately, does not include West Virginia.

You may be able to get help from Books for Equal Education. The address is

Mr. Shawn Boles
Southern Director
Books for Equal Education
416 Marietta Street, N.W.
Atlanta, Georgia 30303

Wishing you success,

(Miss) Louise Cole
Paperback Book Project

Dear Miss Cole,

I am a Vista in Webster Co. W. Va. working under the Webster Co. Development Council. Right now we are setting up a community center which will include a library.

I would like the information necessary for making an application to your council.

Thank you for any information and I hope to be hearing from you soon.

Sincerely
Wink Morcom
(president of Cuddihy)

WINK MORCOM
Webster Co. Development ~~Dev.~~ Council
Webster Springs, W. Va.
Box 785 26288

no

cc: Jack Sisson

October 7, 1966

Sister Mary Peter
Director
Educational Services
National Catholic Conference
for Interracial Justice
1307 South Wabash Avenue
Chicago, Illinois 60605

Dear Sister:

Jack Sisson has told me about your interest in our paperback book project. I am happy to tell you more about it.

The Southern Regional Council has undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we are using are local groups with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies, especially public ones.

Because of limited funds, the project has been designed to supply books to the southern region only. The effort is an experimental one in which we hope to find out how effective these various methods are in making people happy to read. At this point, therefore, the Council is not thinking in terms of mass distribution.

We are pleased to enclose the bibliography which applicants use in selecting their books. If a local group in your organization would be interested in sponsoring a reading program of some kind, we would welcome hearing about it.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Southern Field Service

National Catholic Conference for Interracial Justice

8017 Palm Street • New Orleans, Louisiana 70125 • 482-5792

Director
John P. Sisson

October 4, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Louise:

I was very interested to see that you had gone to work with SRC, and I hope that if you come to New Orleans to visit Linda, or on business, you will give me a call.

Sister Mary Peter, director of our Educational Services, 1307 South Wabash Ave., Chicago 60605, would be very interested in receiving from you a list of your paperback books and a description of the broader outlines of your project.

Sincerely yours,

Jack

John P. Sisson

- Southern region
- experimental nature, not mass distribution. Pl a local group to w'd di wit. [illegible]

cc: Sister Mary Peter

Mr. Dick Cole
Newport Industries
Pensacola, Florida

352-9464

October 11, 1966

Mr. Jesse Morris
Liberty House
P. O. Box 3193
Jackson, Mississippi

Dear Mr. Morris:

Al Ulmer has suggested that I write to you about the Southern Regional Council's paperback book project.

We have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local groups with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Our project is an experimental one in which we hope to find out how effective these various methods are in making books a natural part of a person's life.

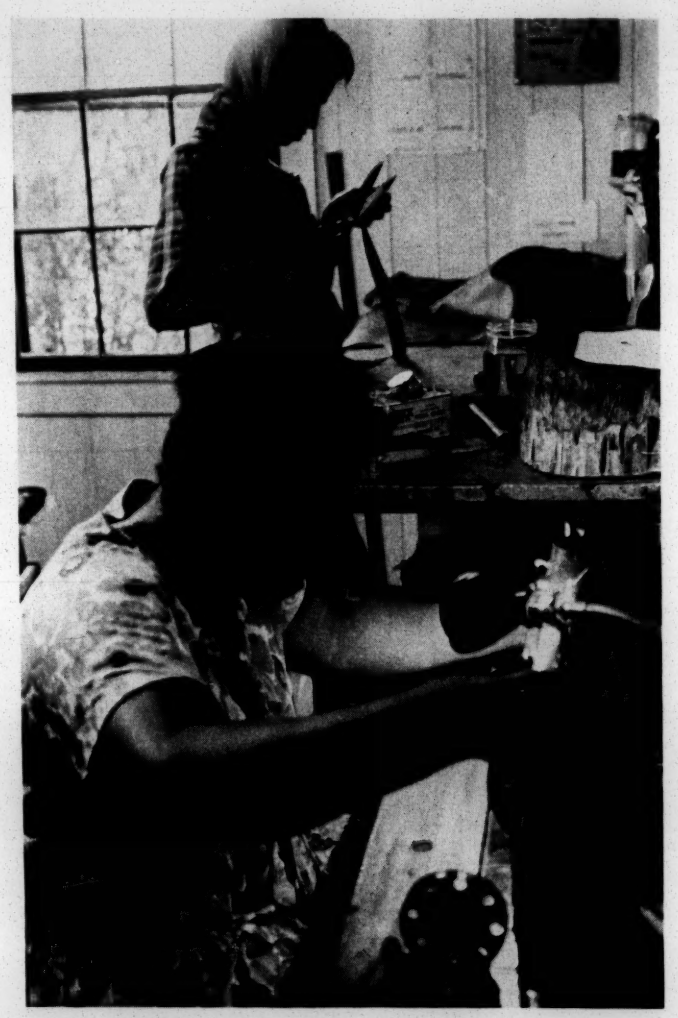
I am pleased to enclose the bibliography which applicants use in making their selections. If you are at all interested in using books like these in some way, I would welcome hearing from you.

With best wishes,

(Miss) Louise Cole
Paperback Book Project

Enc.

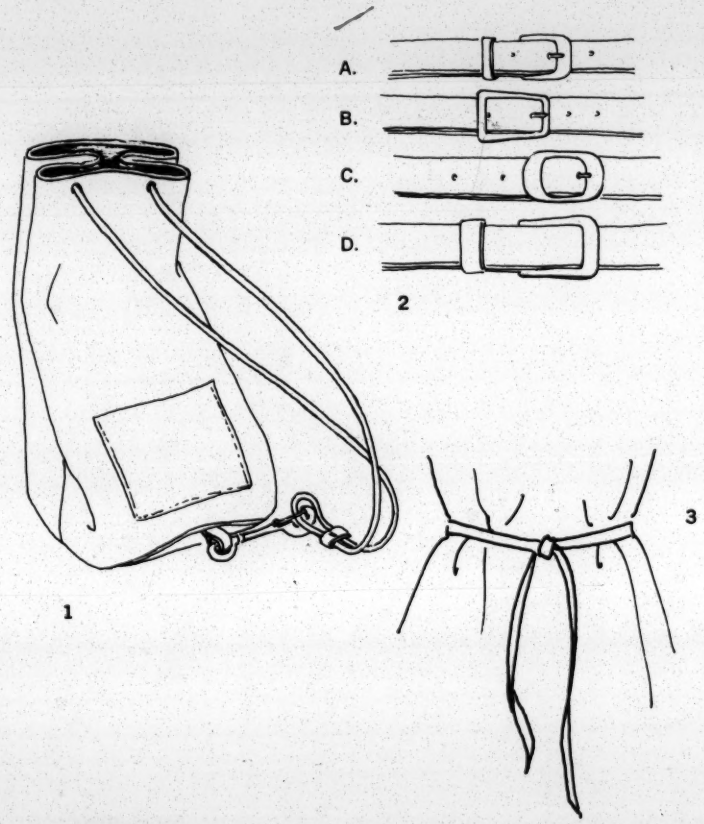
BUY PRODUCTS MADE IN MISSISSIPPI COOPERATIVES



Poor People's Corporation provides technical and financial assistance to worker-owned cooperatives in Mississippi: it offers various training programs, provides marketing channels, and generally helps the co-ops get underway and into production. Co-op workers are those people who have suffered economic reprisals as a result of their civil rights activity, unemployed or underemployed farmers and sharecroppers, and those who are on strike against intolerable working conditions. Poor People's Corporation is a non-profit, non-share, chartered Corporation, independent of all other organizations. All items advertised in this sales catalog are produced in Mississippi cooperatives, under the auspices of Poor People's Corporation.

LIBERTY HOUSE IS ALSO A COOPERATIVE

WHOLESALE PRICES ON REQUEST
Special Contracts by arrangement



1 Tote-Bag

Sturdy, sporty and elegant, this tote-bag totes much more than an ordinary woman's bag. It can also be worn as a shoulder bag. Outer pocket, with beautifully finished interior. Available in brown leather or suede (loden green, navy blue, burned gold, rust, dark brown, tan, or burgundy).

Price: $15.00 for either leather or suede.

2 MEN'S LEATHER BELTS

Of top grain cowhide, hand-burnished antique brown, solid brass buckles, hand-stitched with beeswaxed linen thread. Please specify waist size.

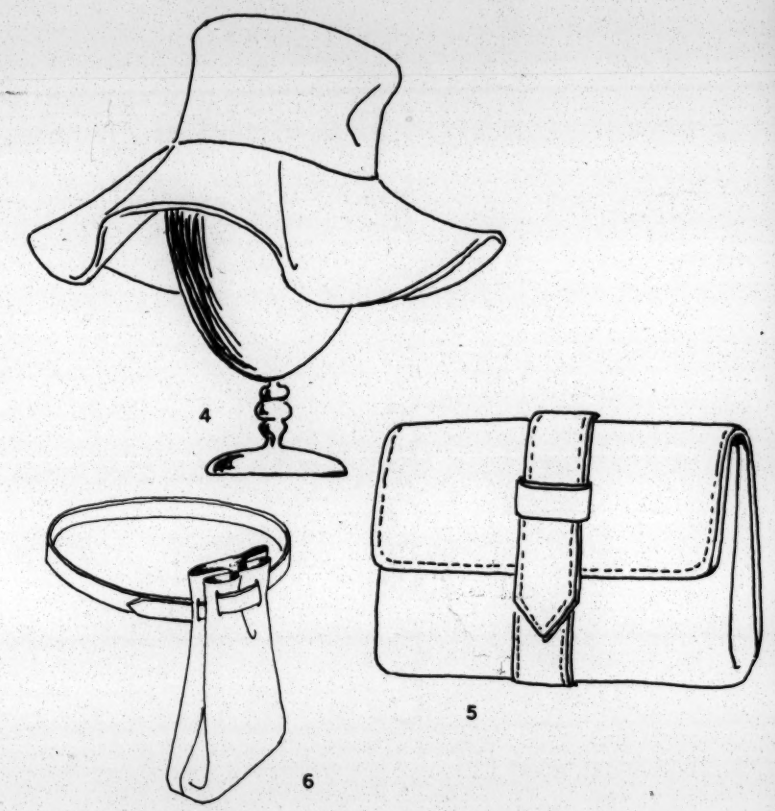
A 1½" width
B 1" width
C 1" or 1¼" widths
D 1" or 1½" widths

Price: $4.00 each

3 Ladies' Tie Belt

1" wide in brown smooth leather or crushed cowhide; also available in dark brown, loden green or rust suede. One size fits all.

Price: $4.00



4 Suede Hat

A real beauty, this hat is soft and floppy. Becoming to all women. The brim is about 4" wide. Completely lined. Please specify small, medium or large head size. Available in loden green, rust or dark brown. Other colors by special request.

Price: $12.50 (this is a crazy bargain)

5 Leather Clutch Bag

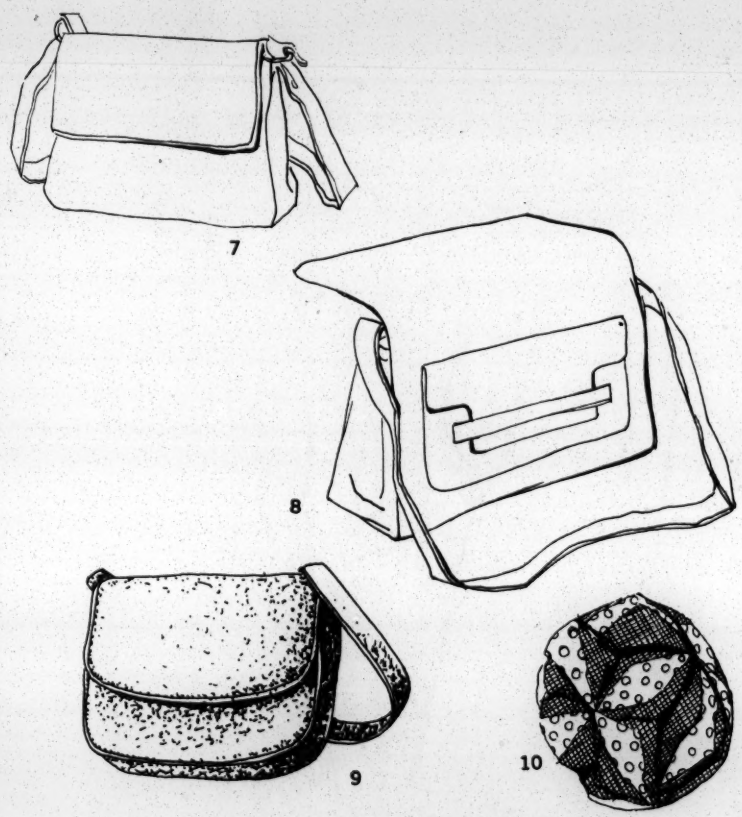
Completely suede lined in a contrasting shade of brown, this bag is both practical and beautiful. The strap runs all the way around, and can be used as a handle in the back. Entirely hand-made, with detailed stitching around the edges. Available in brown, high-quality leather.

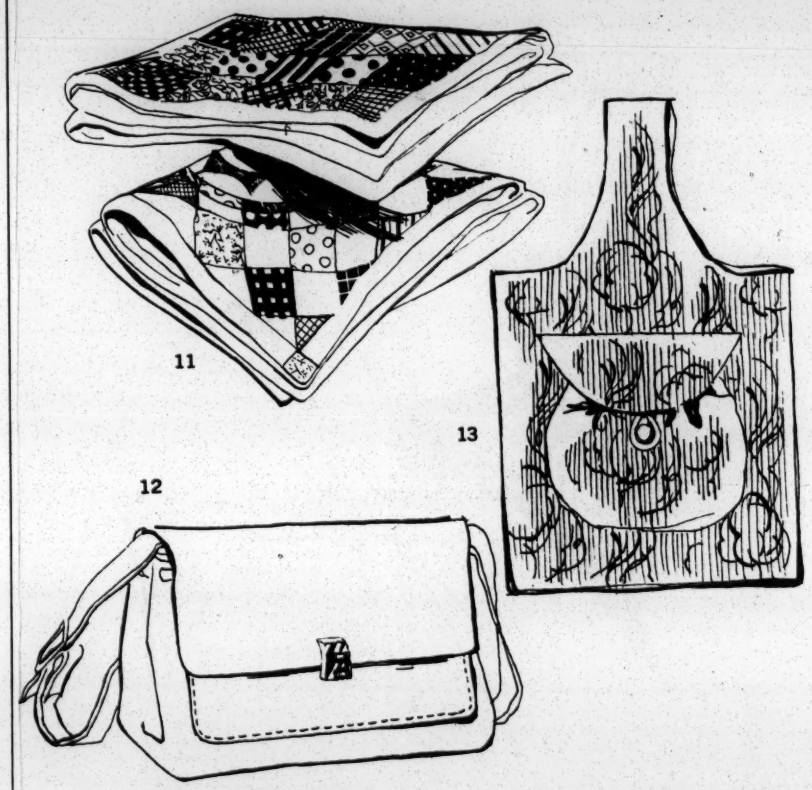
Price: $10.00

6 Suede Hip Pouch

Suede 10" pouch with waist belt and buckle. All hand-made, heavy duty, especially popular with young men. Available in dark brown, rust, loden green suede. Other colors may be available on special request.

Price: $10.00, including belt





7 Suede Shoulder Strap Pocketbook

Simple, functional design, and very stylish. Entirely hand-made, of the finest suede. Available in loden green, dark brown, or rust. Other colors may be available on special request.

Price: $12.50

8 Suede Shoulder Bag, with outer pocket

This bag is identical to #7, but has a convenient, roomy outer pocket. Available in suede only (loden green, navy blue, burned gold, rust, dark brown, tan or burgundy).

Price: $15.00

9 Leather Handbag

All hand-made, of the finest leather. Completely suede lined, with two inner pockets. The perfect size for flexible use. Dark brown only.

Price: $22.50

10 Clutch Ball

Infants and young children love to clutch, bounce and toss this brightly colored ball, made of twelve stuffed triangles. Washable.

Price: $3.00

11 Patchwork Quilts

Gay, cheerful, all hand-made. Please indicate the general color scheme desired: all efforts will be made to follow your specifications. The crib size quilt makes a unique baby gift.

Price:	for single size	$25.00
	for double size	$35.00
	for crib or carriage size	$15.00

12 Magnificent Suede Shoulder Bag

This bag is made of the finest heavy-duty suede, and is completely lined with a matching suede. There is a large pocket under the front flap, and another convenient pocket inside the bag.

Available in loden green, dark brown or rust.

Price: $25.00

13 Cotton Tote-Bag

Convenient to carry . . . so use it for shopping, on campus, or as a knitting bag. Elasticized pocket closes with a button. Fully lined. Available in printed, pinwale corduroy, in orange and pink floral print cotton, or solid navy, olive green or burgundy. Coordinates nicely with our Cotton Tie Hat, Cape Dress or Cape Top.

Price: $3.75

14 Cape Dress

Simply stylish, this dress has a flair all its own. Fully lined, it's made to fit, and wear well. You can even order a Cotton Tie Hat to match! Available in orange and pink floral print cotton, or solid color cotton (navy, olive green, or burgundy). Tastefully contrasting trim.

Sizes: Misses' 8-16
Price: $13.95

15 CAPE TOP

This unusual top is perfect over slacks or a skirt. Has a comfortable yet elegant look. Available in the same fabrics and sizes as the Cape Dress, and can also be ordered with a matching hat.

Price $7.95

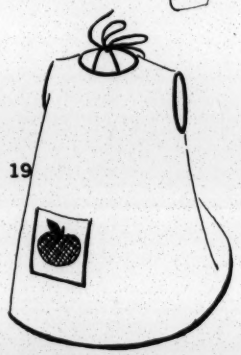
16 Cotton Tie Hat

The hat for every woman . . . one size fits all. Can be ordered to coordinate with a Cape Dress or Top, in orange and pink floral print, or solid navy, olive green or burgundy. Or, can be ordered to match the Cotton Tote-Bag.

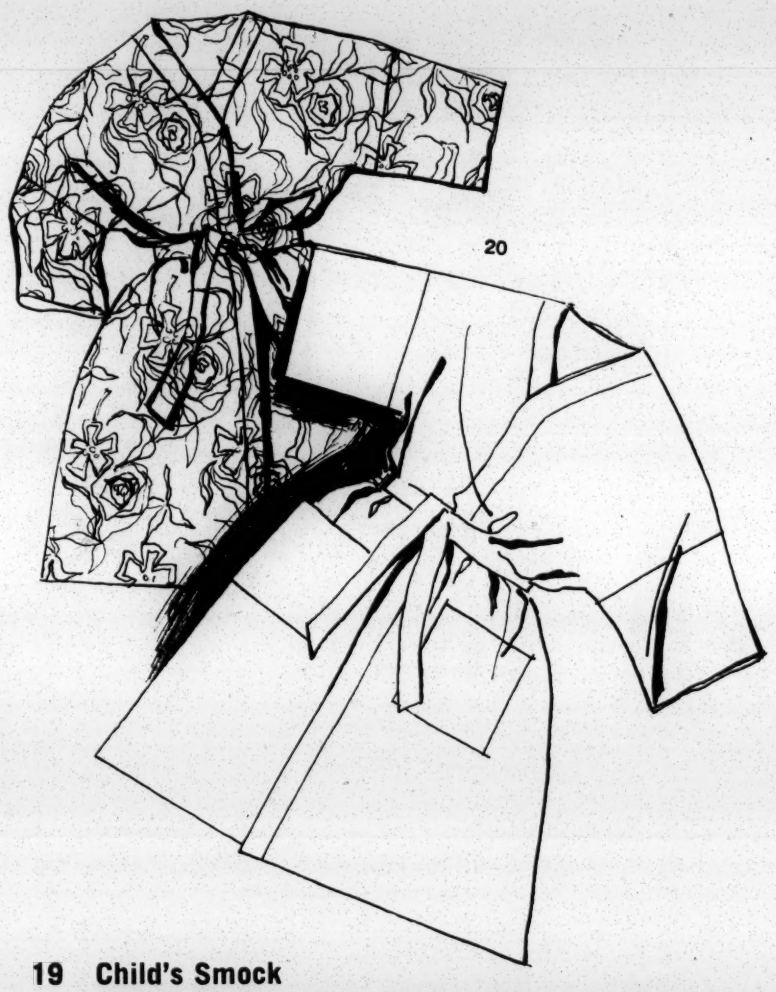
Price: $3.50

18

17



19



20

22

17 CALICO DRESS

Cheerful, calico smock dress with a tie neck and elasticized three-quarter length sleeves. Completely washable and drip dry. Looks adorable under a Kangaroo Jump! Calico comes on a red, blue or brown background.

Sizes: 4-6X
Price: $3.95

18 Kangaroo Jump

A sleeveless jumper with a big pocket right in the front—to hold a matching stuffed turtle. Can be worn separately, or over a pretty, little dress (why don't you coordinate a Kangaroo Jump with one of our Calico Dresses?). Available in gold, natural, navy or burgundy hopsacking, which is washable and pre-shrunk. Also available in pretty pink or blue corduroy.

Sizes: 4-6X
Prices: $3.95 in cotton, $4.25 in corduory.

19 Child's Smock

Helps keep a child's clothes clean, at home or at school. The back is open, and closes with a tie. Available in gay, cotton prints with contrasting binding, or in solid colors with applique pocket (as shown). Please specify preference for printed or solid cotton.

Sizes: 3-6
Price: $1.50

20 Kimono Robes

Perfect for comfortable lounging . . . in a perfect, classic design. Available for men and women in drip-dry, multi-color plaid seersucker, plain white terry cloth, or solid color drip-dry cotton and dacron (navy, olive, shocking pink or burgundy). For added convenience, the Kimono has two pockets.

21 THE HOPPI ROBE (not shown)

. . . is a shorter version of the Kimono. Available in the same sizes and fabrics.

Sizes: Men's S-M-L
Women's S-M-L
Prices: Kimono $9.95
Hoppi $7.95

22 Designer Dresses

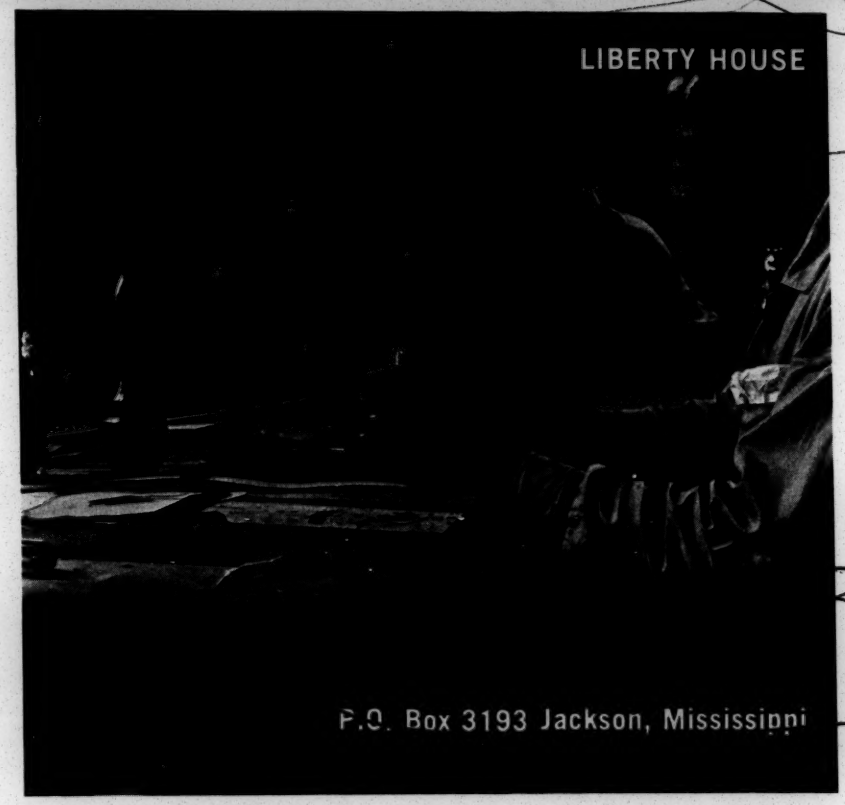
Very pretty, each one of them. All fully lined, and waiting to become your favorite dress. All three dresses available in natural, loden green, shocking pink, or gold cotton hopsacking.

Sizes: Misses' 8-16
Price: $13.95

23 Small Coin Pouches (not shown)

Small suede pouch comes in two sizes: 4"x6" 3"x5". Loden green, dark brown, or rust.

Price: $.75 each (for larger size)
$.50 each (for smaller size)



21

MAIL ORDER FORM

Ordered By:

NAME Jesse

ADDRESS

Ship To:

NAME Morris

ADDRESS

We will pay postage or freight charges.
Please enclose check or money order with all orders.

Make checks payable to:

Liberty House P.O. Box 3193 Jackson, Mississippi

Item No.	Sizes or Color	Quantity	Unit Price
			TOTAL
			enclosed

VIRGINIA COUNCIL ON HUMAN RELATIONS
17 EAST CARY STREET
RICHMOND, VIRGINIA 23219
TELEPHONE: AREA CODE 703—648-4444

20 October 1966

ALEXANDRIA
ARLINGTON
BLACKSBURG
CHARLOTTESVILLE
COVINGTON
DANVILLE
FAIRFAX
FRANKLIN
FREDERICKSBURG
GILES
HANOVER
HOPEWELL
LANCASTER-NORTHUMBERLAND
LEXINGTON
LOUDOUN
LYNCHBURG
MERCER-TAZEWELL
NORFOLK
PENINSULA (HAMPTON-NEWPORT NEWS)
PETERSBURG
PORTSMOUTH
PRINCE EDWARD
PRINCE WILLIAM
RADFORD
RICHMOND
ROANOKE
ROCKINGHAM
VIRGINIA BEACH
WARRENTON
WILLIAMSBURG
COLLEGE COUNCIL

The Rev. Robert L. Craghead
Post Office Box No. 334
Crewe, Virginia 23930

Dear Bob:

Miss Louise Cole, Director of the Book Project of the Southern Regional Council, wrote to me stating that she is anxiously awaiting to hear from you in order to approve the book project. Please call her immediately in Atlanta, Georgia, at Area Code (404) 522-8764.

Sincerely yours,

Bob C.

Robert Lee Combs,
Executive Director

RLC:rbm

cc: Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

cc: Robert Combs

September 23, 1966

The Reverend Robert L. Craghead
Zion Hill United Presbyterian Church
(U.P.U.S.A.)
P. O. Box 353
Crewe, Virginia

Dear Mr. Craghead:

The Southern Regional Council has undertaken a paperback book project to make books available to persons who, for a number of reasons, have very little access to reading material. Mr. Robert L. Combs of the Virginia Council on Human Relations suggested that I write to you in case you may have a program which could use such books. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies, especially public ones.

Enclosed is the bibliography which we have developed for applicants to use in making their selections. If this list looks good to you, we would be happy to hear more about your plans and the kinds of people you would hope to serve. If you receive books from us, we will need later a brief follow-up report so that we can learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

The Rev. Lotus L. Craghead writer.

River Hill, United Presbyterian Church (U.P.U.S.A.)

P. O. Box 353

Crewe, Va.

(over) ~~(see Ed. - Phone Amelia County student)~~

✓ See Ed re: 2 requests from La.

✓ Also ask re:- W. Va.

✓ Also mention VandenB's + Comb's not having info about ~~F~~ SRC projects in this state

Get 2 on record.

October 25, 1966

Mr. John Zippert
Congress on Racial Equality
1520 North Market Street
Opelousas, Louisiana

Dear Mr. Zippert:

Al Ulmer mentioned to me that you might be interested in the Southern Regional Council's paperback book project.

We have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local groups with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

I am pleased to enclose the bibliography which applicants use in making their selections. If you are interested in using books like these in some way, I would be happy to hear from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 25, 1966

Mr. Matt Suarez
1538 North Tonti
New Orleans, Louisiana

Dear Mr. Suarez:

Al Ulmer mentioned to me that you might be interested in the Southern Regional Council's paperback book project.

We have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local groups with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

I am pleased to enclose the bibliography which applicants use in making their selections. If you are interested in using books like these in some way, I would be happy to hear from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

bcc: Mrs. Patricia Miller

Oct. 13.
On trying to call, found out no name listed. There was a C L Hill.

September 9, 1966

Mr. Lon Clay Hill
Box 50683
New Orleans, Louisiana 70150

Dear Mr. Hill:

Al Ulmer handed me your recent letter with the brief sketches of your tutorial efforts and the informal lending library. We would be happy to send you books and enclose a set of bibliographies which we have developed for our paperback book project. To avoid becoming hopelessly entangled in individual orders, we are requesting each applicant to use this "master list" to select titles. The only limit on the number of books is what you think you can use. Since our project is experimental, we will need later a follow-up report to learn how well the books were actually used.

You may order simply by specifying the category and how many of each book, or you may want to select certain titles and exclude others. As soon as we receive your selection, we will place your order.

If you have any question, please don't hesitate to ask.

Sincerely,

Louise Cole
Paperback Book Project

Encl.

LC:mlm

Hebron, Ohio
Vacation time

Dear Al,

Until the dust settles, I don't think there is any need for specific proposals at this time. This summer I was too busy to draw up the type of request you want. and the two other people who mite have wanted to start a fulltime school — one is going to Dallas to be with her boyfriend, and the other doesn't believe its a realistic possibility. So until I find 2 or 3 people willing to work at the idea, I'm going to spend my time in an existing Negro or integrated preschool program and learn more about the N.O. educational scene + Negro leadership. I think its very hard working in N.O. where we haven't had a "movement" even in the limited way Atlanta has. (+ the newspapers + SNCC office + creole situation may be part of the reason.)

This fall we'll have some sort of tutorial [redacted] — but its exact scope I'm not sure of. So until I can collect resources — goodspeed + here is a preliminary sketch of what's needed. It is a sort of draft which I never finished.

for a beloved + fearful society,

Lon Clay Hill

New Orleans Community Education is currently operating on such a hand-to-mouth strategy that it would be dishonest for me to project exactly what we will be doing. I can say what we have done, are doing, and would like to do, however.

Last fall, we sold 12 copies of Years Pictorial of the American Negro at (.25-$1.00) (cost to us $1.60) — and also managed to get another 10 or so copies each of The Movement and the pictorial history into hands of children being tutored. The idea — which we didn't have money to carry out — was that we would provide at token prices Negro history books of simple [redacted] and profusely pictorial [redacted] style for those families who had children involved in our educational program. The books were — to some extent at least — for both young total. One neighbh. woman working with us sold 50 copies of SNCC's Freedom Primer at $.50. As far as I am concerned, further experiments along these lines would be highly desirable. We had many additional requests which we could not fill.

This summer we are working with about 35 children of ages 6-10 (4 teachers). We are emphasizing reading — and we are seriously curtailed because of lack of books. While we can use any good book, ~~which we~~ we are particularly interested in those that deal directly with the problems and possibilities of Negro children. (We have very little need, for example, of "Look, Johnny, Look" books with blacks brown faces.). Three books which we have found particularly engaging to the children are ~~&~~ Edith Segal's <u>Come with Me</u> paper 1.00 + <u>Be My Friend</u> 1.95 ~~[illegible]~~ ~~and~~ Citadel Press.

Books of this nature will be of continuing use to us — if not in a fulltime school, at least in a tutorial program.

Note [Citadel later sent us 10 free <u>Be My Friend</u> which were <u>very</u> useful.]

Written in early July

We have had an informal lending system of books for interested teenagers, community adults, and teachers. We are currently building up our library (app. 125 volumes) of Negro history and African books - with a few foreign policy, new politics, and creative educational books. At present, our concentration on teaching children has not permitted a full or part time librarian — but presumably we will do this if we had enuf books. We have a place in the Juste Homes project which we could use. We have found that popular books — Dick Gregory, Richard Wright, Baldwin, M.L. King & Malcomb X — circulate very well. If, for example, a paperback is loaned to someone — a sister, husband, neighbor, & cousin may all read the book before it is returned in tatters, but well read.

[We got some free copies (5-8 copies each) of almost all of Baldwin & R. Wright, from the publishers.]

cc: Will Allred

October 28, 1966

Mrs. Fred S. Illick
1017 Ross Avenue
Greensboro, North Carolina

Dear Mrs. Illick:

Will Allred of the North Carolina Council on Human Relations has told me about your desire for a small library in your church school and has asked me to send you a copy of the bibliography that we have developed for our paperback book project. I am happy to enclose it and look forward to hearing more about your plans for such books.

The total number you order depends simply on how many you judge can profitably be used. You may want all the books in a category, or you may select certain titles and exclude others. (The Basic One Hundred has to be ordered as a unit.) You may also order more than one copy of a book.

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

cc: Alice Spurman

November 1, 1966

The Reverend Edward V. Wahl, C.O.
President
The Oratory
P. O. Box 895
Rock Hill, South Carolina 29731

Dear Mr. Wahl:

We are glad that the Rock Hill Chapter is interested in our paperback book project. Our purposes and procedures are as follows:

We have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Enclosed is the bibliography we have developed for applicants to use in making their selections. In case you are wondering about program size, the number of books an applicant selects depends simply on how many he judges can profitably be used in his program. If this list looks good to you, we would be happy to learn more about your plans and the kinds of people you hope to serve.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Louise Cole

THE ORATORY
P. O. BOX 895
ROCK HILL, S. C. 29731
PHONE 327-2097

October 26, 1966

Director of Field Activities
Southern Regional Council
5 Forsyth Street
Atlanta, Ga.

Dear Sir:

The Rock Hill Chapter of the South Carolina Human Relations Council is very interested in your Paperback Books Project.

May we request further information and particularly copies of the "Guidelines For Requesting Books."

Sincerely yours,

(Rev.) Edward V. Wahl, C. O.
President

Edward V. Wahl C.O.

EVW:e

CC to: Mrs. Alice Spearman, Pres.
S. C. Human Relations Council
1330 Laurel Street
Columbia, S. C.

November 11, 1966

Miss Nancy Pollard
VISTA Supervisor
Houston Council on Human Relations
5403 Austin Street
Houston, Texas 77004

Dear Miss Pollard:

I am wondering if you are still interested in using books from our paperback book project. Please let me know as soon as possible, for our project has been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

cc: Ed Stanfield

September 12, 1966

Miss Nancy Pollard
VISTA Supervisor
Houston Council on Human Relations
5403 Austin Street
Houston, Texas 77004

Dear Miss Pollard:

The paperback book project of the Southern Regional Council is an effort to make books available to disadvantaged persons, who have little access to reading material. Ed Stanfield has suggested that some of your community organizations and the citizenship class for Latin American adults could use such books. In that event, I am enclosing a set of bibliographies for applicants to use in making their selections. The number of books depends simply on how many can be profitably used.

If this set can be of use to you, we would be happy to learn more about your programs and the kinds of people they serve. If you receive books from our project, we will need later a follow-up report so that we can know how people responded to the books and which ones were most popular.

If you have any question, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

LC

September 1, 1966

Miss Nancy Pollard
VISTA Supervisor
Houston Council on Human Relations
5403 Austin Street
Houston, Texas 77004

Dear Miss Pollard:

Thank you for your letter of August 22 concerning the program assistance we can make available to state and local councils on human relations.

This incidental assistance is not limited to human relations councils as such, so that any neighborhood organization there in Houston could apply for help. However, you will notice that we are able to help only with certain specific kinds of programs, many of which are programs of research and action of the sort in which human relations councils engage.

Of the projects which you mention (arts and crafts supplies, baseball equipment, and a citizenship class for Latin American adults) perhaps a shelf of books on history and politics from our paperback books project would help. I don't believe we could suppy baseball equipment or arts and crafts gear unless they were to be used as part of a student human relations project.

If the assistance you desire comes under the head of one of our "special projects" you could write directly

to the project director concerned. On other matters you could write to me stating what you want to do, the kind of assistance you need, the estimated cost (if you are asking for funds, etc.)

I shall ask Miss Louise Cole, who is handling our paperback books project to write to you about that. It seems to me that some of your community organizations could use the categories of books we have available.

Cordially,

J. Edwin Stanfield
Director of Field Activities

JES/km

cc: Louise Cole

November 11, 1966

Mr. Phenizee F. Ransom, Jr.
Regional Employment Service Advisor
U.S. Department of Labor
Room 631
1371 Peachtree Street, N.E.
Atlanta, Georgia 30309

Dear Mr. Ransom:

Pat Watters told me you might be interested in the Southern Regional Council's paperback book project.

We have undertaken this project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Enclosed is the bibliography we have developed for applicants to use in making their selections. In case you are wondering about program size, the number of books an applicant selects depends simply on how many he judges can profitably be used in his program.

Please let us know as soon as possible if you or any group you may know could use such books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

November 14, 1966

Mrs. Robert Nussbaum
211 Oxford Street
Norfolk, Virginia 23505

Dear Mrs. Nussbaum:

Judy Neiman suggested that I write to you about the Southern Regional Council's paperback book project.

We have undertaken this project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Judy assured me that you would know the kinds of organizations which would be good channels, for example, the Human Resources Committee of the League of Women Voters.

I enclose the bibliography we have developed for our project. The total number of books selected depends simply on how many a particular program will need.

Please let me know as soon as you can if you can use such books, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

MEMO

from the desk of LoWV - Hawaii Resources comm.

Mrs. Robert Nussbaum
211 Offord Street
Norfolk, Va 23505

done

Mrs. Jay F Solomon
17 Zolto Drive
Chattanooga, Tenn.

done

~~Mrs~~ Mrs. Arnold Greenfield
752 NW. ~~[illegible]~~ 7th Street Rd.
Miami, Fla.

done

COMPLIMENTS OF
printers
lithographers
designers
Longino & Porter, Inc., 196 Marietta St., NW, Atlanta, Ga. 30303 A/C 404 523-8011

November 14, 1966

Mrs. Jay Solomon
17 Folts Drive
Chattanooga, Tennessee

Dear Mrs. Solomon:

Judy Neiman told me that you might be interested to know about the Southern Regional Council's paperback book project.

We have undertaken this project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Judy assured me that you would know the kinds of organizations in Chattanooga that might be able to use paperback books.

I enclose the bibliography we have developed for our project. The total number of books selected depends simply on how many a particular program will need.

Please let me know as soon as you can if you can use such books, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

November 14, 1966

Mrs. Ella B. McCain
Librarian
Wenonah High School Library
Route 10, Box 475
Birmingham, Alabama 35211

Dear Mrs. McCain:

Thank you for your interest in our paperback book project. I would like to explain the purposes of the project so that you can see whether or not you have a program which can qualify.

We are trying to find novel ways of distributing books to children, teenagers, and adults who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership.

I am sure that teachers and administrators could benefit tremendously from a reading program like the one you have in mind, and better teachers and administrators mean better students. But I wonder if you could also undertake a reading program for the students. I am enclosing the bibliography we have developed for our project. An examination of it will show you more about the type of program we have in mind. In case you are wondering about program size, the total number of books selected depends simply on how many a particular program will need.

Please let us know as soon as possible if you have needs which our project could meet.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

JEFFERSON COUNTY PUBLIC SCHOOLS
OFFICE OF THE PRINCIPAL

Wenonah High School Library
Route 10 Box 475
Birmingham, Alabama 35211

November7, 1966

Southern Regional Council
Five Forsyth Street, N. W.
Atlanta, Georgia

Dear Sir:

I was very fortunate a few weeks ago to be a particiapnt in the Human Relations Institute sponsored by Spring Hill College, Mobile, Alabama. Each participant was asked to select one of the five major projects agreed upon in the summary of the Institute and to initiate action in his immediate environment.

Being a librarian, I was quite impressed with the project of initiating the paperback library for teachers and administrators to read and diacuss books that aid in fostering understanding and better human relationships.

We were informed that the Southern Regional Council would furnish a beginning for circulation up to 200 paperback books. Father Foley encouraged us to investigate this possibility further.

Please consider this letter as application for participation in the reading program and send us copies of the paperbacks for circulation. There are 56 teachers on our staff and they have enthusiastically expressed a desire to participate.

Eagerly awaiting your response, I am

Respectfully yours,

Ella B. McCain

(Mrs.) Ella B. McCain
Librarian

November 21, 1966

Mr. Courtney Siceloff
Penn Community Services
Frogmore, South Carolina

Dear Mr. Siceloff:

I enjoyed talking with you at the meeting and am happy to enclose the bibliography we are using for our paperback book project.

The general outlines of the program are these:

We are trying to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

The total number of books selected depends simply on how many a particular program will need. You can order by title or by category, and you can request more than one copy of a book.

Please let me know as soon as possible if you or any group you may know could use such books. We have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

November 22, 1966

Mrs. Mary E. Sand
1447 Granada Drive
New Orleans, Louisiana 70122

Dear Mrs. Sand:

I am glad we had the chance to chat during the annual meeting and am happy to enclose the bibliography we are using for our paperback book project.

The general outlines of the program are these:

We are trying to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

The total number of books selected depends simply on how many a particular program will need. You can order by title or by category, and you can request more than one copy of a book.

Please let me know as soon as possible if you or any group you may know could use such books. We have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

November 22, 1966

Mrs. Hugh Gibert
3521 Ivy Road, N.E.
Atlanta, Georgia

Dear Mrs. Gibert:

Here is the bibliography we are using for our paperback book project. You may order by title or by category, and you may order more than one copy of a book.

As soon as I have your order, I will send it to the Atlanta News Agency, which will collect and ship the books. Allow about three weeks for delivery.

I look forward to seeing your selection and hearing in further detail about your plans for the books. After the program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

November 30, 1966

Mr. Herbert Kramer
Director, Public Affairs
Community Action Program
Office of Economic Opportunity
Washington, D.C. 20506

Dear Mr. Kramer:

In your September issue of "Rural Opportunities," I saw the letter-to-the-editor from Mr. Gustave T. Roessler of Clarksdale, Miss. In this letter Mr. Roessler is asking about library material for his Neighborhood Center. We are corresponding with him about our paperback book project. I want also to tell you about it in case you may receive similar requests or know about other groups throughout the South which could use paperback books free of charge.

We have undertaken this project to find novel ways of distributing books to people who have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

I enclose a bibliography to give you an idea of the kinds of books available. We are grateful for any help you can give us in locating groups or schools that would make good use of these books--both as an aid to their own organizations and as a way to make contact with people in their communities. Let me add that we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Communicating

A newspaper reporter comes to town and questions a random sampling of its poorer citizens. The answers he gets make a good story: "What War on Poverty?" "No, we never heard of it." "We sure haven't got it here." And so the word gets out. There is a failure of communication between the Office of Economic Opportunity and the poor of America.

If we were selling candy bars or soap or cigarettes, this would indeed be something to worry about. But we are not. We are in business to provide services to people who need them. Our first communication problem is not to create an awareness of our brand name, but to let people know that these services are available to them. Our second job is to persuade the people who need them to use them.

Neither of these tasks is easy. But lack of success here constitutes a major failure of communication. After all, no one, especially the proud inhabitants of rural America, likes to be numbered among the poor. Too much advertising about poverty and deprivation is likely to turn away the very people who need our programs the most. In most parts of rural America the term "War on Poverty" is a misnomer. It suggests a vast, noisy, visible effort. This is simply not the case. A Head Start program, an adult basic literacy class, a neighborhood center—these do not constitute a war.

Tell people how they can help themselves and their pride is served, not punctured. This is the substance of our message. This is the story that must be told by State TA's, the heads of local community action agencies, VISTA Volunteers, and all the rest who are responsible for bringing our programs to people—and the people to our programs.

Communication techniques must be designed to fit the local situation. How do people in a given area learn about all the other things they have to know: about the weather, about prices, about what's happening to their friends and neighbors? Most often they get the news by word of mouth and this is by far the most effective, but most difficult and time-consuming technique of communication. There is no substitute for one trusted person telling others, in a voice of friendship, about a program that can do them some good. Trust and conviction, not gimmickrey and cleverness, are necessary ingredients of successful communication of OEO programs.

This means enlisting the people and the institutions who are already trusted and believed by the community: the church, the grange, the school, the community center, the visiting nurse, the judge—even the general store proprietor. These are better sources of information and motivation than all the posters, billboards, leaflets, or brochures Washington can produce.

Local radio personalities, the country music favorites, the county agent—everyone who is customarily listened to and believed should be enlisted in the task of telling people about the new things they can do to help themselves. Of course, anyone involved in this task should be made familiar with the program details. If they do not get the message across with knowledge and conviction, there will not be belief.

By far, the best communicators are those who have had successful experience in OEO programs themselves. Without a great deal of red tape or bureaucracy, Head Start parents, Adult Basic Education enrollees, and other program participants can be asked to serve as unofficial communication aides. There is no substitute for the personal testimonial of a satisfied consumer.

In America, we tend to make a mystery of communication. We call it advertising or public relations and invest it with a jargon and technology all its own. In the area of community action, this is sheer nonsense.

Our message must be told in the simplest possible terms, as simple as the local weather report, news about the crops, and whether Mrs. Jones' baby was a boy or a girl. It must be told through a medium local people are tuned in on, not an elaborate communication net work suddenly imposed upon them. And, if they don't know there's a War on Poverty going on, that may be all to the good—so long as they are involved in it deeply and meaningfully enough to call it their own.

Herbert Kramer

HERBERT KRAMER, Director, Public Affairs

Fiscal Year Round-up Shows Rural CAP Growth

Statistics summarizing the thrust of Economic Opportunity programs in rural America tell a dramatic story of growing community change there.

On June 30, 1965, there were 156 CAA's, covering 361 counties. One year later, at the end of Fiscal Year 1966, there were 643 CAA's funded for CAP programs, taking in a total of 1,451 counties—a quadrupling of focal points in the war on poverty.

Rural community activities received a total of $161 million in CAP grants during FY '66. This amount, plus $59 million in FY '65, gives rural areas 24.7 percent of all CAP fundings since the inception of the program. A year ago, the comparable figure was 18 percent.

In FY '66 $12 million was granted for 501 rural Program Development projects and $67 million for 936 rural Conduct and Administration projects. This represents 15.5 percent of total CAP fundings for PD and C&A, as compared with 8 percent in FY '65.

Rural programs for Summer Head Start this year received $42.5 million, compared with $28 million in FY '65; research, demonstration and training grants for rural beneficiaries add up to $9.4 million, more than doubling last year's $3.4 million. Other CAP grants to rural areas include $20 million for Indian programs and $24 million for Migrant programs.

In OEO programs delegated to other government agencies, a year-end report shows the following rural activity:

Rural loans (Farmers Home Administration): 17,073 loans for $27 million to individual farmers, and 391 loans for $4.6 million to rural cooperatives.

Neighborhood Youth Corps (U.S. Department of Labor): $79.7 million to rural programs with 165,097 employment slots. This represents 30.4 percent of total NYC grants.

Work Experience Programs (Department of Health, Education, and Welfare): Cumulative figures for FY '65 and '66 show $223 million (34.4 percent) of obligated funds going to rural areas.

"Appalachian Industries" Attack Poverty

Civic leaders in Adams and Brown Counties, Ohio, have banded together and are trying a first-of-its-kind undertaking aimed at helping its low-income, unemployed citizens. This is the recently formed nonprofit corporation known as Appalachian Industries, a delegate agency of Adams-Brown Economic Opportunities, Inc., community action agency for the two counties.

Appalachian Industries plans to create jobs by manufacturing simple parts of products needed by industry. It also will train local youth and men for the jobs. Because simple operations will be used, a moderate upgrading of present skills will qualify the people of the area for full-time employment.

Working so far without Federal funds, AI has already acquired one factory site in Peebles, Adams County, and enough equipment to begin. Several manufacturers have been contacted and AI has been assured some business as soon as production starts. The industrial contacts have been asked to isolate simple operations which can be efficiently carried out by AI employees.

An Ohio State University resource and development agent, Raymond Schindler, has been advising the AI. He is the RD agent for six counties, including Adams County. He said the products produced by AI would not be in competition with products of other firms, especially local plants; that in fact, the component parts in wood and steel needed by certain manufacturers were scarce items.

After setting up industries, training workers, and fulfilling production contracts, AI proposes to use income from sales to perpetuate the business. When profit is achieved, the group will establish a profit-sharing and stock purchasing plan for its employees.

AI hopes to prove that plants, such as the one in Peebles, can be started anywhere in Appalachia, and thereby attack the roots of poverty in this depressed region.

A. R. Hoverland is director of Adams-Brown Economic Opportunities, Inc., and Rev. Patrick O'Donnell is project director of Appalachian Industries.

WISCONSIN CAP TRAINING CENTER OPENS

Applicants for the CAP Training Center for rural community leaders at the University of Wisconsin are now being screened for fall and spring training sessions. Each 11-week session will provide supervised field training in addition to instruction in community organization and development, leadership and communications techniques, CAP regulations and procedures, and related subjects.

The course is open to persons not presently employed in community action programs. The fall session begins September 6, and the spring program will begin in March.

Trainees receive a weekly stipend in addition to lodging, meals, and travel expenses. The Center will assist its graduates in finding positions in community action work.

The Center operates under a training grant from the Office of Economic Opportunity. Graduates of the 1965 course are now employed in local, State and Federal agencies dealing with community action and related programs.

For information and application forms, write to Lawrence Suhm, Program Director, CAP Training Center, University of Wisconsin Extension, 432 North Lake Street, Madison, Wis., 53706.

Prideful Nelson Workers Spruce Up Communities

Last April, 50 men in Benton County, Mississippi, became the first Nelson Amendment employees in the nation when the United Community Action Council of Benton County received the first Nelson Amendment grant for a CAP program in the Holly Springs National Forest in northern Mississippi.

Under supervision of the U.S. Forest Service, the workers have been carving out a recreational area at Chewalla Lake—picnic shelters, tables, fireplaces, trails, roads, a boat ramp, and rest areas. They are also doing timber stand improvement and are planting grass, shrubs, and trees to prevent roadside erosion.

Many other rural CAA's have followed the example of Benton County in using their unemployed citizens for community betterment under the Nelson Amendment. Programs of this kind can also be conducted by a CAA under regular CAP guidelines.

Usually such programs employ older men, many of them retired farmers who have been struggling to make ends meet on social security alone. Working in the Nelson Amendment programs, they learn a useful skill and take pride in bettering their communities. Because of them, roadsides abound in newly planted trees and flowers; parks are freshly groomed; and community facilities have appeared where there were none before.

This is how one worker describes his involvement in the program: "It means a lot to me. Not only has it helped me, but it makes me feel I'm doing something worthwhile for the county in which I was born, reared, and lived for 65 years. Folks who drive along the highways to and from work see what we've done. There's a lot of satisfaction in knowing that in years to come, thousands of people will enjoy the beauty of those dogwoods and redbuds that I helped plant."

Other Communities Follow Suit

In Arkansas, one crew of 14 men, average age 67 years, planted 500 redbud trees and 300 dogwoods along a highway, and donated trees from their own farms when their supply ran low. "We used to travel this old road before it ever thought about being black-topped," mused one old-time resident as he planted trees alongside the road.

A supervisor described the men in his crew as reliable and highly interested in their work. "Our only problem," he said, "is keeping them slowed down enough so it will not injure their health."

Much that is practical as well as beautiful in the rural areas is the result of Nelson Amendment projects. In Okmulgee County, Oklahoma, a new amphitheater is under construction. Four schools in Starr County, Texas, have new Little League ball parks, and a park has a Pony League field. A Starr County construction firm donated the needed construction equipment for these projects.

Older men in Huslia, a small village in Alaska, are building a community center to house a library and space for recreational, social, and educational activities for the 175 residents of the village. In Monongalia County, West Virginia, as CAP highway improvement crews clear the roadsides, they also clean up the yards of unsightly abandoned cars, selling the cars as junk and returning the proceeds to the car owners.

CAP highway crews in the North Cumberland area of Tennessee are improving the homes of elderly citizens and repairing wells and cisterns in the area to improve the water supply.

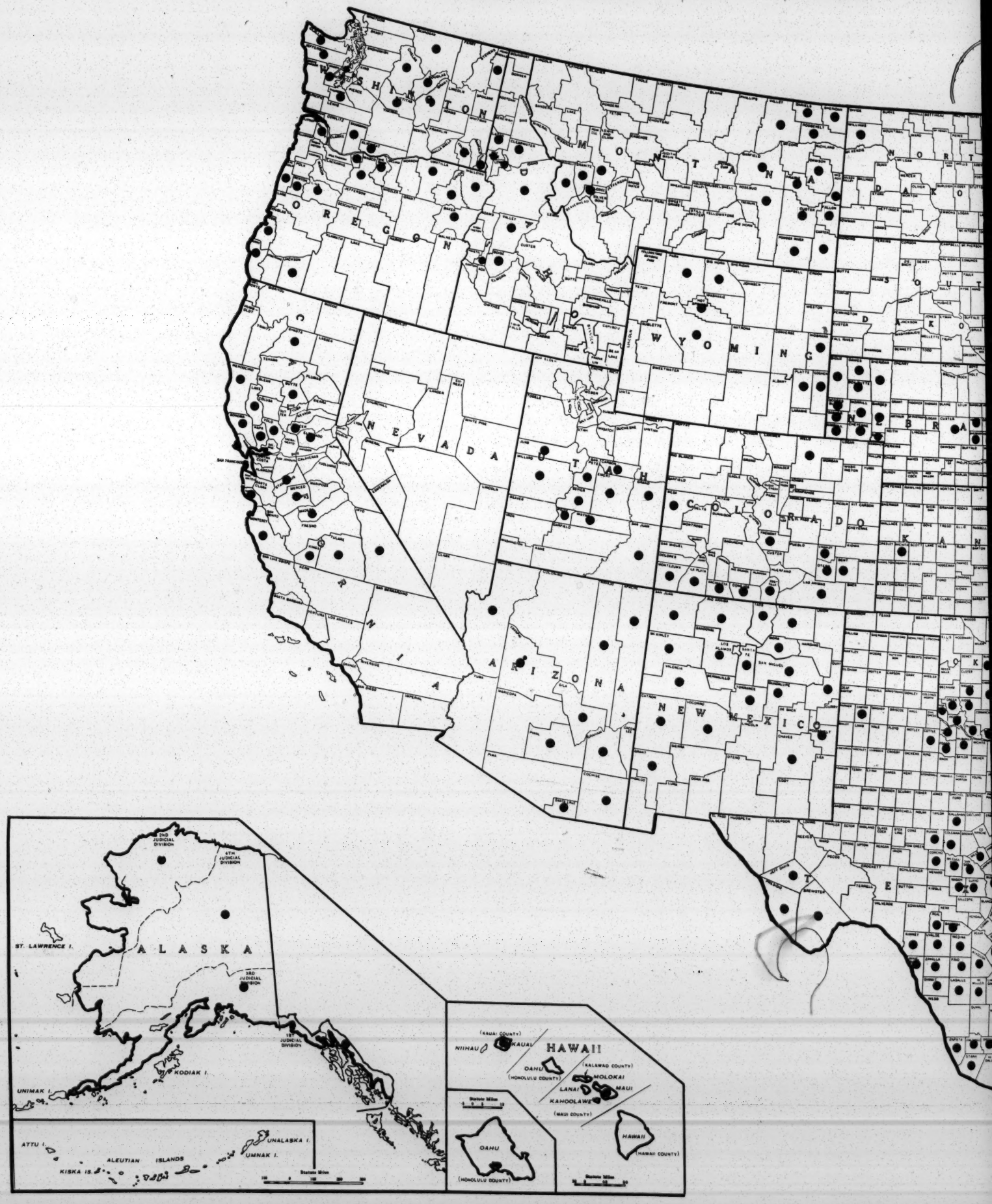
Five hundred residents of Long Township, Sequoyah County, Oklahoma, most of them Cherokee Indians, are getting a new library and community building through a Nelson Amendment program. The ground and materials were donated by the community.

Two of the largest Nelson Amendment grants made this year were to the National Farmers Union for Operation Green Thumb in Arkansas, Minnesota, Oregon, and New Jersey. The State Highway Departments of these States have furnished materials and supervision for the program. Some of the older men working in these programs have performed so satisfactorily that plans are being formulated for their permanent employment.

From December of 1965 to July 12, 1966, thirty-eight States have Nelson Amendment and Green Thumb programs at a total expenditure of $13,422,568 of Federal funds. Rural areas received 54 percent of Nelson Amendment dollars, or a total of $7,336,556.

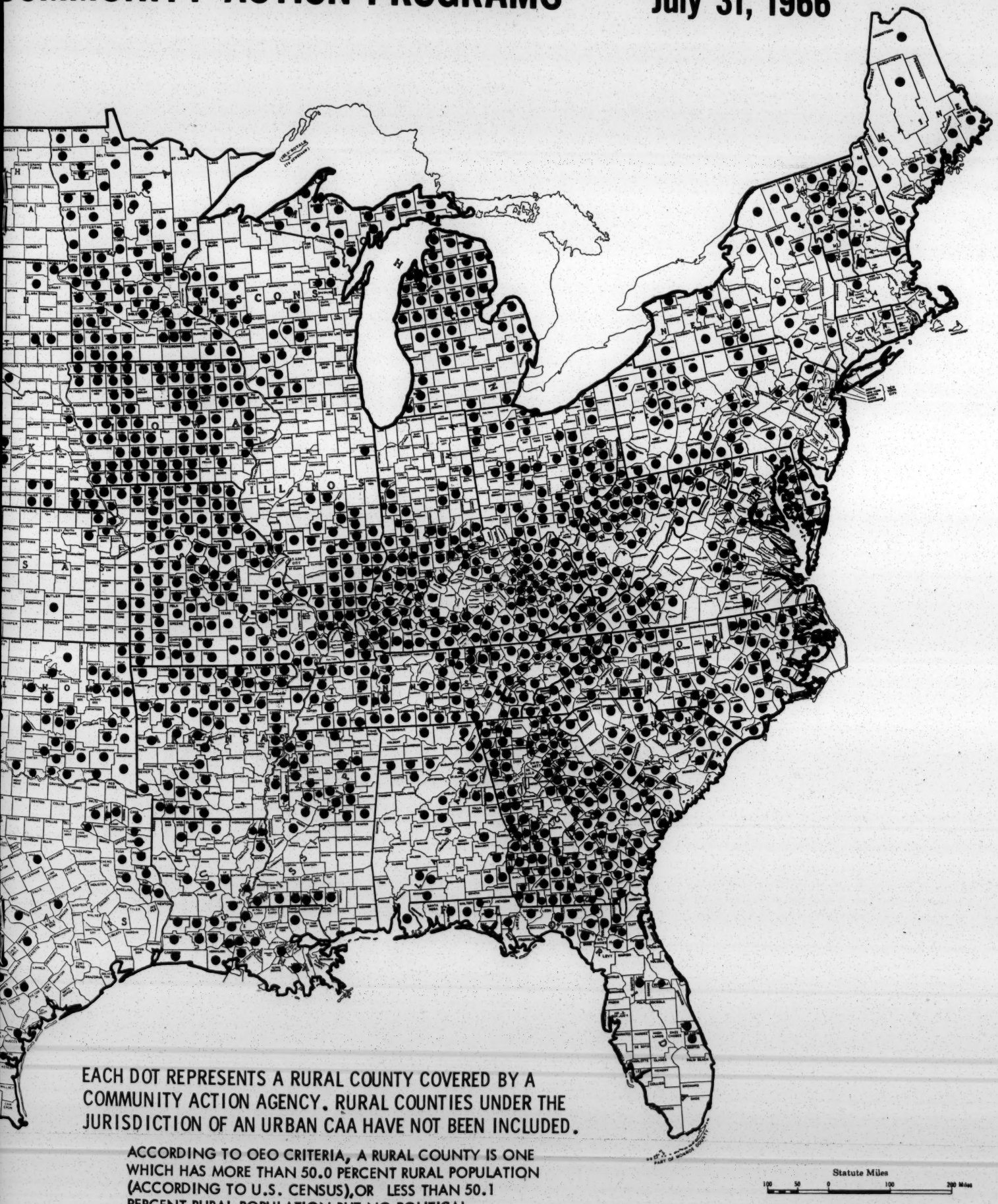
Nelson Amendment Project Workers clearing a beach site at Chewalla Lake Recreation Area, located in Holly Springs National Forest, Mississippi.

RURAL COUNTIES FUNDED FOR



COMMUNITY ACTION PROGRAMS

July 31, 1966



EACH DOT REPRESENTS A RURAL COUNTY COVERED BY A COMMUNITY ACTION AGENCY. RURAL COUNTIES UNDER THE JURISDICTION OF AN URBAN CAA HAVE NOT BEEN INCLUDED.

ACCORDING TO OEO CRITERIA, A RURAL COUNTY IS ONE WHICH HAS MORE THAN 50.0 PERCENT RURAL POPULATION (ACCORDING TO U.S. CENSUS), OR LESS THAN 50.1 PERCENT RURAL POPULATION BUT NO POLITICAL SUBDIVISION OF MORE THAN 10,000 POPULATION.

THE PERSON ON THE SPOT – VISTA

" 'You all right?' he asked.

"This 12-year-old boy, waiting to fill his water buckets at the concrete box which served as the central water supply, for the town, asked me as though my answer was important to him. This was a companionable place. The water trickled slowly and everyone spoke to you, even continuing to talk after the buckets were filled.

"Now, there is a somewhat greater and more efficient water supply, with improvements planned for the future, thanks to VISTA and the local people moving on it. But, this small boy's greeting can never be improved upon and his phrase still warms me. . . ."

Geraldine English, 49, wrote these lines in her first year report as a VISTA VOLUNTEER at LBJ & C Development Corporation, Monterey, Tennessee, a community action agency serving Livingston, Byrdstown, Jamestown and Cookeville Counties in the Appalachias. Mrs. English is one of the four VISTAS covering the five counties. She has opted to stay on for onother year because, as she puts it, "It takes time to truly relate to these great 'quiet-making' people."

Gerry hails from Santa Rosa, California, the State that has so far produced the largest number of VISTA VOLUNTEERS. She sounds incredulous when talking about her own background in relation to what she is doing now—no public service experience of any kind, secretarial skills, a widow, no children. The need for a challenge and a change brought her into VISTA.

The communities Gerry works in are defunct coal mining towns made up of substandard houses. Another part of Gerry's report of the past year reads: "meetings held in four communities, getting people to express their needs . . . two communities vitally interested in getting proposed Appalachian north-south highway routed through their area. . . . project had potential for action. . . . people enthusiastic and circulate petition. . . . at request of one community, wrote inviting Governor to come speak about routing the highway. . . . name of community Hanging Limb. . . . It was decided to sign letter 'The Hanging Limb Committee'. . . . may have been reason Governor politely declined. Ultimately, highway routed through area already served by excellent highways, while roads here inadequate, responsible for isolation and economic and social backwardness of area. . . . never did have another successful meeting at Hanging Limb. . . .

VISTA Did It

It wasn't all negative. Good things happened too at LBJ & C. A bus shelter for the schoolchildren in the area was built—residents and VISTA did it. Baseball fields at Crawford, at Twinton were leveled, used and leveled, and school grounds were cleaned up—NYC boys and VISTA did it. Repairs on the Community Building given by the Presbyterian Church to Davidson, were done by a church work group, men from the community and VISTA.

Recruiting for Head Start, NYC, and Operation Pebble sent the VISTAS on the road only to find that while the programs had been announced in schools and names of eligible children obtained in some cases, the people had little or no idea about the programs—in fact, didn't even relate them to their own families; they didn't know "how to git it."

Two VISTAS went to Upper Cumberland library and were successful in getting books for a tiny library in Davidson which they promptly put into their own living room for want of another place. Eventually, someone in Davidson will work with it, take charge of it.

Tutoring, Community Clubs, handicraft, Brownie, Cub, and Boy Scouts organizations—VISTA's help in such activities has earned for them a warm feeling of mutual respect and concern in the community.

Start Where the People Are

Gerry spoke quietly about all of it, her hands folded in her lap, her head to one side, bird-like, bright, slim, and ready to be on the wing.

"I know now that I must start where the people are if I want to go someplace with them. These are people to whom selfishness is the greatest sin. I don't despair but they live in unbelievable conditions and the men work at what they can, mining mostly and it is poor pay. . . . there's no retraining nearby."

Adult Basic Education Program. "It was started and 15 or 16 enrolled. Only 5 are left . . . some say they can't learn . . . they don't say as much but there is a stigma and they employ self-ridicule to cover up. . . . they use that humor as a protective device, retreating into its warm comfortable shell."

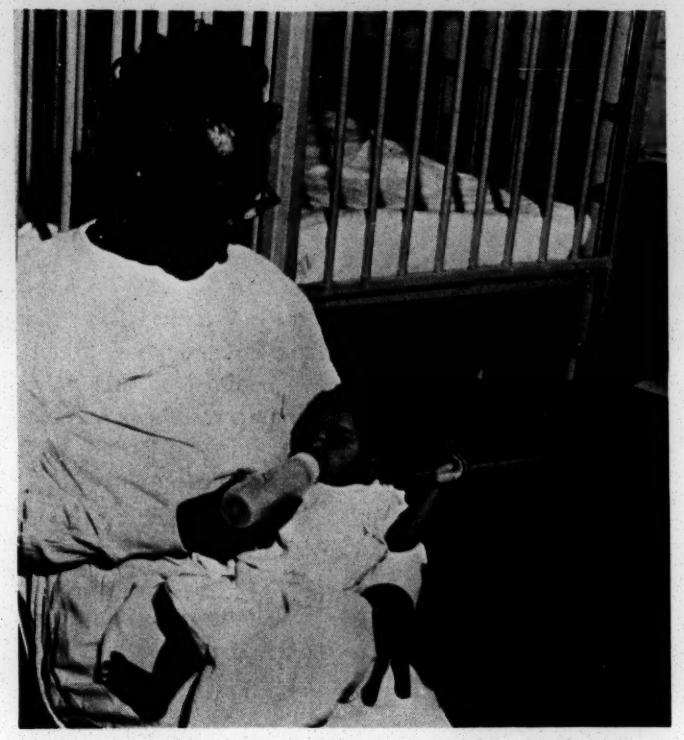
Gerry finished, "I have no lack of plans for future action but I know that only those plans of mine that can be translated into felt needs by these people will have any chance of success. My greatest hope for the future is that in some small way I can help the 'Other World' hear and understand the silent voices behind the apparent acceptance and indifference of people in poverty."

LETTERS TO THE EDITOR

Dear Sir:

We have recently opened a large Neighborhood Center in Clarksdale, Mississippi. The center has abundant library space, but we have no books. Do your readers have any ideas or suggestions about where we can obtain free or inexpensive books? Do they have any library material they can spare? It would be appreciated if they would send any relevant information to the undersigned.

Sincerely,
GUSTAVE T. ROESSLER
Director
Coahoma Opportunities, Inc.
321 E. Second St.
Clarksdale, Mississippi



Hubbard Hospital (Nashville, Tennessee): A small army of low-income men and women, aged 60 and over, have been given a new interest in life, plus needed additional income, through the Foster Grandparent program.

Like the woman in the photo above, Foster Grandparents provide love and personal attention to unwanted, neglected infants as well as retarded and emotionally disturbed children in institutions, homes, hospitals, and orphanages.

In August of 1965, President Johnson announced the Foster Grandparent program as an attempt to ease the lot of some 5,000,000 elderly Americans whose average income is under $1,150 a year. Today, one year later, there are 33 Foster Grandparent programs in 26 States and Puerto Rico. Over 2,000 older persons, mostly employed part-time, are caring for 4,500 children, financed by $5,089,242 in Federal funds.

For further information on the Foster Grandparent program, contact your OEO Regional Office or Director, Older Persons Programs, Office of Economic Opportunity, Washington, D.C. 20506.

OEO-LABOR AGREEMENT CAN AID RURAL CAA'S

An OEO-Employment Service agreement which has had only limited implementation in rural areas is significant to rural CAA's. It lays a basis for joint action by the community action agency and the local or State Employment Security office.

The agreement between OEO and the U.S. Department of Labor provides that "The Employment Service will be reimbursed for any positions desired by CAP that are in excess of those to which the ES has already committed itself on a cooperative basis for CAP activities."

This means that the agencies can work cooperatively to provide additional employment services, or new types of services, to meet local needs.

Among the activities possible under this agreement is the mobile Smaller Communities Program Team. This can be brought into the CAP area under contract with the State Employment agency.

The basic program of the Smaller Communities team consists of 1) a manpower survey, the basis for a Manpower Resource Report and other undertakings; 2) processing of job applications, including interviewing, testing, counseling; 3) job placement and/or referral for training; 4) collection of economic data other than manpower information; 5) compilation of an economic base report describing natural and industrial resources; and 6) continuing service to the area, particularly through RAR.

Although such a team will vary in makeup according to the needs of the community, it may be staffed by any useful combination of these positions: a rural area representative (RAR), a team manager, a labor area analyst, counselors, interviewers, nonprofessional aides, and clerical employees. Wherever possible, local low-income people should be hired, especially for nonprofessional positions.

The OEO-Labor agreement can be a major tool in efforts to extend intensive manpower services to rural counties. The Bureau of Employment Security expects ES officials who can help in this work to contact CAP Managers in the OEO Regional Offices to determine the needs of each CAA agency in the areas for which there is mutual responsibility.

Western Region Pushes Operation Grass Roots

The Western Regional Office of OEO in San Francisco has launched a special six-month effort to reach low-income people in rural areas and small communities. The operation is called Operation Grassroots. Forty-three components have been approved from Alaska to California, for a total of more than $2 million.

Only broadly based community action agencies are eligible to carry out this kind of program, according to Daniel M. Luevano, director of the Western OEO Region.

Operation Grassroots is patterned after operation Medicare Alert, with mobile teams to bring needy families into more effective contact with the resources of the community. The teams will also help form local councils through which communities can take an active role in the antipoverty programs of their counties. Low-income people are employed to work as community aides.

The Western Region includes Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington.

USDA Series Can Improve Family Food Output

The U. S. Department of Agriculture is making available, through OEO, eight new publications geared specifically to improve home food production of low-income farm families. USDA uses a "Victory Garden" approach to show how these families can have more milk, meat, eggs, and vegetables through a home food project.

To get these bulletins, write Public Affairs, Office of Economic Opportunity, Washington, D. C. 20506. Although these publications were written especially for families of the Appalachian area, USDA points out that the information in them can be used almost everywhere in the United States. It is not suitable for commercial farm operations.

These bulletins can provide useful technical backup for a CAP component in Home Food Production (Rural Community Action Pamphlet C-32).

The series contains the following subjects:

Keeping a Cow: How to select, breed, and feed a cow; care for her calf; and handle her milk.

Raising a Few Hogs: How to buy and raise a small number of hogs for home use.

A Dairy Goat for Home Milk Production: How to select and manage a dairy goat, including equipment, pasture, and housing information needed.

Appalachian Hillside Pasture: How to get the most use from hillside land by proper management and improvement.

Raising a Few Cattle for Beef: How to begin a small beef herd and raise it through proper feeding, breeding, and management.

Growing Vegetables in the Appalachian Region: How to plan and grow a garden, with tips on seed and plant selection, planting times, weeding, mulching, watering, and disease and insect control.

Raising a Small Flock of Sheep: How to begin and raise a small flock. Tips on shelter and equipment, pasture, management, shearing, and marketing are included.

A Family Chicken Flock for Appalachia: How to manage a chicken flock to provide eggs and meat for the family. It includes information on feeding, housing, and equipment, and on the care of layers and eggs.

Attention, CAA's

Having difficulty planning components? . . . Writing CAP applications? . . . Working out community action problems?

The Rural Task Force of OEO/CAP is available to help. Make your request for RTF assistance through your Regional CAP Office.

Federal Extension

Two new publications of the Federal Extension Service can be valuable to the CAA with Family Living or Homemaking programs. The publications were prepared especially for use in the War on Poverty. They can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402.

Training Home Economics Program Assistants To Work with Low-Income Families (PA-681—55 cents) is written for the home economist who plans and supervises a community program for hard-to-reach families. It provides a framework for initiating and planning the program, suggests ideas for recruitment and training of professional aides, and includes a section on teaching techniques.

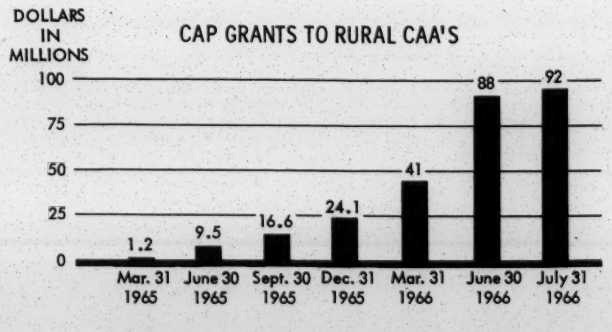
The *Handbook for Home Economics Program Assistants* (PA-680—25 cents) is written for the nonprofessional employed in the program. It explains how to conduct home visits, how to interest homemakers in learning, and how to teach them. The book is written in simple language.

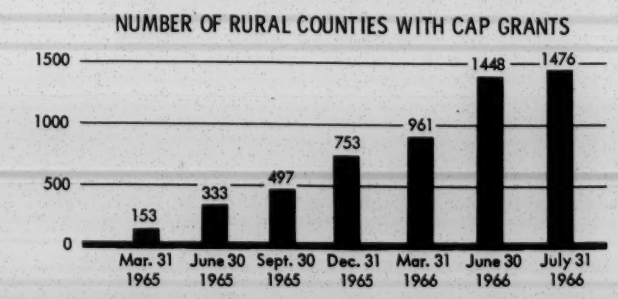
New OEO Publication, Rural

Migrant Worker Programs in Rural Community Action explains how CAA's funded under Title 11-A can include programs for migrants in their planning. In addition programs for migrants can be funded under Title 111-B of the EOA, specifically to cover the areas of housing, sanitation and education.

This pamphlet is part of a series, which includes the following: **Cooperatives, Credit Unions, Older People, Food Distribution, Home Food Production, Agricultural Program, Remedial Reading,** and **Family Counseling.**

Copies may be ordered from your OEO Regional Office or write to: Rural Task Force, Office of Economic Opportunity, Washington, D.C. 20506.





November 30, 1966

Mr. Gustave T. Roessler
Director
Coahoma Opportunities, Inc.
321 East Second Street
Clarksdale, Mississippi

Dear Mr. Roessler:

A friend of mine showed me your letter-to-the-editor in the September issue of "Rural Opportunities," where you asked about library material. The Southern Regional Council has a paperback book project which can supply books free of charge for your Neighborhood Center. Through our project we are trying to get books to people who have very little access to any kind of reading material.

Enclosed is the bibliography to use in making your selections. The total number of books selected depends simply on how many a particular program will need. You may order by title or by category, and you may order more than one copy of a book. Do not hesitate to request what you think you can really use.

When you send your selection, could you tell me more about your plans for such books? Later we will need a brief follow-up report so that we can learn about the response to the books.

I hope to hear from you soon, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

December 7, 1966

Mrs. Jay Worrall
P. O. Box 157
Keswick, Virginia 22947

Dear Mrs. Worrall:

Yes, you may order 50 or more books from any categories, depending on how many your reading program will need. Just indicate in front of the titles the ones you want and how many of each. Allow at least 3 weeks for delivery.

Concerning other assistance for your gardening project, the Southern Regional Council is not involved directly in promoting rural agricultural projects, but you might want to get assistance from the 4-H Clubs and possibly form an integrated club, or write for information to your state health and welfare department, or contact your local agent of the extension service of the federal Department of Agriculture. If a sizeable number of families is involved, you could write the National Sharecroppers Fund, 5 Forsyth Street, N.W., Atlanta, Georgia 30303, for information on cooperatives, especially agricultural cooperatives, credit unions, and Office of Economic Opportunity programs.

I look forward to seeing your book order. Be sure to indicate where the books should be sent.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Keswick, Va
Dec 1, 1966

Dear Miss Coles—

Thanks for your prompt reply to the letter asking for help in rural areas.

Jay Worrall is my husband. He has just opened (well, next week) Hope House in Charlottesville & will be sending for books.

I wrote for our area—outside Charlottesville. I hope to begin a home vegetable garden program for rural young people this spring. There is an empty house where we might bring these young ...

(Negroes all, except for our

family and an ex-peace corpsman) people together socially - and among other things have books available.

Age range would be 9 - ? 16 (Older teenagers we hope to enlist in summer job program)

Is it possible to order 50 or so books from any of the categories? (Sex education, vocational guidance, some Negro history, & simple adventure or "romance") Some childrens books.

I would appreciate knowing about any other aids from SRC to encourage deprived rural youth.

Incidentally Bob Coulds first told me about the book project. I also passed the news to a

friend beginning a
pre-school program in a
Charlottesville church.

Thanks so much for
your efforts.

Sincerely,

Carolyn Worrall
(Mrs Jay)

November 28, 1966

Miss Carolyn Worrall
Box 157
Keswick, Virginia 22947

Dear Miss Worrall:

I am writing with reference to the question about books in your letter of November 21, 1966.

Before I go further, I am curious to know if you are related to Mr. Jay Worrall, to whom I have written about the Southern Regional Council's paperback book project. I am glad to tell you about it, too.

We have undertaken this project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Enclosed is the bibliography we have developed for applicants to use in making their selections. The total number of books ordered depends simply on how many a particular program will need.

Please let me know as soon as possible about your plans for such books, as we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Box 157
Keswick, Va 22947
Nov 21, 1966

Southern Regional Council
5 Forsythe St
Atlanta, Georgia

Dear Sir:

Would you please send me information on rural agricultural projects available under SRC?

fppcd - HM
cw
pl
ap
eofp
11-23-66:s

I am a member of Virginia Council on Human Relations, living in a rural area. We are beginning a rural gardening project

— on an interracial basis — among the farm poor — and need all the help we can muster. Plans are being laid now to begin in the spring.

I also wonder what books might be available for these people — low educational level.

Thanks for your efforts.

Sincerely,

Carolyn Worrale

Box 157
Keswick, Va
22947

COMMONWEALTH OF VIRGINIA

ROBERT H. KIRBY
COORDINATOR

(703) 644-4111
EXT. 3286

GOVERNOR'S OFFICE
OFFICE OF ECONOMIC OPPORTUNITY
302 INSURANCE BUILDING
10 SOUTH TENTH STREET
RICHMOND, VIRGINIA 23219

December 8, 1966

Mr. Robert L. Combs
Executive Director
Virginia Council on Human
Relations
17 East Cary Street
Richmond, Virginia 23219

Dear Mr. Combs:

Please accept my appreciation for supplying this office with a list of the books that could be distributed through Community Action agencies.

We are in the process of evaluating the potential effectiveness of this project in relation to the various Community Action programs in Virginia and as my thinking crystalizes I am certain that I will want to talk with either you or Miss Cole.

Sincerely,

Robert H. Kirby

Robert H. Kirby

RHK:bcl

Good luck Louise
Bob Combs

December 7, 1966

Mr. Robert Kirby, Director
Office of Economic Opportunity
Room 302, Insurance Building
Richmond, Virginia

Dear Mr. Kirby:

Robert Combs of the Virginia Council on Human Relations has told me about your interest in the Southern Regional Council's paperback book project. We have a large number of paperbacks available and are trying to find ways of getting them to people who have very little access to any kind of reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. The project is quite flexible, and the total number of books ordered depends simply on how many a particular program will need.

Enclosed is another bibliography in case you may need one. I would be grateful to know as soon as possible about any groups which could make good use of these books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

VIRGINIA COUNCIL ON HUMAN RELATIONS
17 EAST CARY STREET
RICHMOND, VIRGINIA 23219
TELEPHONE: AREA CODE 703—648-4444

November 22, 1966

appointed by Governor of Va.

Mr. Robert Kirby, Director
Va. Office Of Economic Opportunity
Room 302, Insurance Building
Richmond, Virginia

ALEXANDRIA
ARLINGTON
BLACKSBURG
CHARLOTTESVILLE
COVINGTON
DANVILLE
FAIRFAX
FRANKLIN
FREDERICKSBURG
GILES
HANOVER
HOPEWELL
LANCASTER-NORTHUMBERLAND
LEXINGTON
LOUDOUN
LYNCHBURG
MERCER-TAZEWELL
NORFOLK
PENINSULA (HAMPTON-NEWPORT NEWS)
PETERSBURG
PORTSMOUTH
PRINCE EDWARD
PRINCE WILLIAM
RADFORD
RICHMOND
ROANOKE
ROCKINGHAM
VIRGINIA BEACH
WARRENTON
WILLIAMSBURG
COLLEGE COUNCIL

Dear Mr. Kirby:

Thank you for considering the "special book project" being distributed by Miss Louise Cole, Director of Book Project, Southern Regional Council, 5 Forsyth Street, N.WW, Atlanta, Georgia 30303. Funds are being provided by a private foundation grant.

Enclosed is a listing of the books and a guide for the proposals. It is my understanding thatthe proposals are being considered from sources other than Human Relations Councils.

We hope that this might be an asset to you in your work in the Commomwealth of Virginia.

Please call Miss Louise Cole, collect--- Area Code 404 - 522-8764, if you have any questions.

Again, may I thank you for your consideratiions in this apparent worthwhile project.

Sincerely,

Robert Lee Combs

Robert Lee Combs,
Executive Director

enc.

cc.
Miss Louise Cole

Hope all is well.

December 20, 1966

Mr. Beryl Rosenberger
Georgia Avenue Presbyterian Church
645 Grant Street
Atlanta, Georgia 30312

Dear Mr. Rosenberger:

I am having a small problem with the supply of paperback books and wonder if you will bear with me as I explain our present situation.

We had contacted numerous people all over the South about this book project, and it was taking awhile for the idea to catch on. Just since I talked with you, I began to receive a large number of book orders. I recently checked the records and discovered that the orders that are presently at the Atlanta News Agency will use up practically the entire grant that we have for this project.

What I would like to do is wait until after the first of the year, when the man at the Atlanta News Agency will be able to give us a definite statement of our expenditures. If at that time we have any funds left, I will contact you immediately about your book program.

I regret having to stop now, but as I may have mentioned to you, this project has been an experimental one, and we have the hope of being able to enlarge it in 1967.

Thank you for your consideration.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

December 5, 1966

Mr. Beryl Rosenberger
Georgia Avenue Presbyterian Church
645 Grant Street
Atlanta, Georgia 30312

Dear Mr. Rosenberger:

Here is the bibliography to use in making your selections. The total number of books you select depends simply on how many your program will need. You may order by title or by category (the Basic One Hundred has to be ordered as a unit), and you may order more than one copy of a book. Do not hesitate to request what you think you can really use.

Since our paperback book project is experimental, we are asking each applicant to send later a brief follow-up report so that we can learn about the response to the books.

I look forward to seeing your selection and a brief statement about how you plan to use the books. Allow at least three weeks for delivery.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

December 20, 1966

Mr. Kenneth Craig
Inman Park Presbyterian Church
1020 Euclid Avenue, N.E.
Atlanta, Georgia 30307

Dear Mr. Craig:

I am having a small problem with the supply of paperback books and wonder if you will bear with me as I explain our present situation.

We had contacted numerous people all over the South about this book project, and it was taking awhile for the idea to catch on. Just since I talked with you, I began to receive a large number of book orders. I recently checked the records and discovered that the orders that are presently at the Atlanta News Agency will use up practically the entire grant that we have for this project.

What I would like to do is wait until after the first of the year, when the man at the Atlanta News Agency will be able to give us a definite statement of our expenditures. If at that time we have any funds left, I will contact you immediately about your book program.

I regret having to stop now, but as I may have mentioned to you, this project has been an experimental one, and we have the hope of being able to enlarge it in 1967.

Thank you for your consideration.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

December 5, 1966

Mr. Kenneth Craig
Inman Park Presbyterian Church
1020 Euclid Avenue, N.E.
Atlanta, Georgia 30307

Dear Mr. Craig:

Here is the bibliography to use in making your selections. The total number of books you select depends simply on how many your program will need. You may order by title or by category (the Basic One Hundred has to be ordered as a unit), and you may order more than one copy of a book. Do not hesitate to request what you think you can really use.

Since our paperback book project is experimental, we are asking each applicant to send later a brief follow-up report so that we can learn about the response to the books.

I look forward to seeing your selection and a brief statement about how you plan to use the books. Allow at least three weeks for delivery.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

State of Mississippi
DEPARTMENT OF EDUCATION
J. M. TUBB, SUPERINTENDENT

DIVISION OF INSTRUCTION
A. P. BENNETT, DIRECTOR
JACKSON, MISSISSIPPI

MILDRED M. WILLIAMS
ASSISTANT SUPERVISOR
ELEMENTARY EDUCATION

December 21, 1966

Miss Louise Cole, Director
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you for your letter of December 16, and the good news that two of our schools in Starkville have shipments in the mail.

This makes me very happy. Thank you kindly. I shall make a follow-up visit as soon as they have had time to get on the way with their project.

It is my sincere hope that this worthy project will be maintained and enlarged in 1967 because there is definite need for reading materials in our state.

Sincerely yours,

Mildred Williams

Mildred M. Williams
Assistant Supervisor
Elementary Education

MMW/b

December 16, 1966

Miss Mildred M. Williams
Assistant Supervisor, Elementary Education
State of Mississippi
Department of Education
Jackson, Mississippi 39205

Dear Miss Williams:

Within the past month the news about our paperback book project spread so rapidly that I have received many more requests than I can handle with our present funds. Since I wrote you, the total number of book orders sent to the Atlanta News Agency has nearly exhausted our funds, so I must suspend all further requests at this time. I have sent in the orders for the W.C. Henderson Junior-Senior High School and the Henderson Middle Grades School in Starkville, and they should receive their books in about three weeks.

As you probably know, our paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. We are keeping your requests in a special file and want you to know that your interest in our project will assist us in showing the need for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

State of Mississippi
DEPARTMENT OF EDUCATION
J. M. TUBB, SUPERINTENDENT

DIVISION OF INSTRUCTION
A. P. BENNETT, DIRECTOR
JACKSON, MISSISSIPPI

MILDRED M. WILLIAMS
ASSISTANT SUPERVISOR
ELEMENTARY EDUCATION

December 8, 1966

Miss Louise Cole, Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, Northwest
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you kindly for the five copies of the bibliography of paperback books which you sent recently.

The people seem very interested and word has gotten around that the books are available.

Please send at least three more copies of the bibliography so that I may get them to the principals who have requested them as soon as possible.

Again, we thank you for letting us in on this worthwhile activity.

Very truly yours,

Mildred M. Williams

Mildred M. Williams
Assistant Supervisor
Elementary Education

MMW:bcw

cc: Dotty Hazzfeld
Ken Dean

December 1, 1966

Miss Mildred M. Williams
Assistant Supervisor, Elementary Education
State of Mississippi
Department of Education
Jackson, Mississippi 39205

Dear Miss Williams:

We are glad to see your interest in our paperback book project. Enclosed are five copies of the bibliography to use in making your selections. If you need more, just let me know.

We have not been given an exact deadline date, but we are pressed for time since our project is already operating over the original six-month time limit. We are urging applicants to send their requests as quickly as they can. Your proposal can be very brief, and you might be wise to consider all the books and several copies of each. This will shorten the time needed to make selections, and I think you will agree that each book has a good chance of finding interested readers.

When you send your selection, could you let me know what kinds of schools and students will be using the books? We are trying especially to get the books to people who have very little access to any kind of reading material. Your plan may be to lend the books or to encourage book ownership.

Later we will need a brief follow-up report to learn about the response to the books.

I look forward to hearing from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Encs.

State of Mississippi
DEPARTMENT OF EDUCATION
J. M. TUBB, SUPERINTENDENT

DIVISION OF INSTRUCTION
A. P. BENNETT, DIRECTOR
JACKSON, MISSISSIPPI

MILDRED M. WILLIAMS
ASSISTANT SUPERVISOR
ELEMENTARY EDUCATION

November 22, 1966

Paper Back Project
Southern Regional Council, Inc.
5 Forsyth Street, Northwest
Atlanta 3, Georgia

Dear Friend:

Please send to me several more copies of the list of paper back books available for reading projects in rural areas.

We understand that the deadline is fast approaching. Please let us know the exact amount of time we have to get in our request and proposal.

Mississippi would like to get in on some of those good books.

Sincerely yours,

Mildred M. Williams

Mildred M. Williams
Assistant Supervisor
Elementary Education

MMW/b

SELMA INTER-RELIGIOUS PROJECT
The Rev'd Francis X. Walter, Director
810 - 29th AVENUE
TUSCALOOSA, ALABAMA 35401
(205) 758-2301

June 13, 1966

Mr. Harry L. De Lung, Jr.
Administrator for the Paperback Book Project
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Mr. De Lung:

Thank you for your offer of books. I was really surprised to have this offer, exactly what I had hoped for, drop put of thin air. I knew nothing of the program.

The offer of 500-700 books is most welcome. The rationale of this program is excellent.

It will take a while to do justice to the approach it recommends, especially the idea of involving local groups in the distribution of books.

For right now I am submitting a more modest immediate proposal which is enclosed.

Yours sincerely,

Francis X. Walter

The Rev'd Francis X. Walter

FXW:pb

cc: Lois Deslonde, Technical Ass't to the Freedom Quilting Bee

Library

Tuskegee Institute

COMMUNITY EDUCATION PROGRAM
TUSKEGEE INSTITUTE
ALABAMA, 36088

June 1, 1966

Southern Regional Council
Paperback Book Distribution Project
5 Forsyth Street
Atlanta, Georgia 30302

Dear Sir:

Thank you for the information you forwarded describing your pilot project which will make low cost paperback books available to disadvantaged persons.

The Community Education Program is an experimental program demonstrating the contribution Tuskegee Institute students can make toward giving educational assistance to youngsters ranging from grades 1-12 and adults.

The program operates around tutorial centers. At present, TICEP is located in 5 counties in Alabama. This spring, the program served approximately 1200 students in 3-hour sessions conducted between 5:30 and 8:30 p.m. This summer, the program will be operating five days a week on an 8:00 a.m. - 5:00 p.m. schedule for elementary and secondary school students and on an evening schedule for adults. Our goal is to assist 10,000 students with the aid of approximately 500 tutors and 50 teacher supervisors.

We have been steadily building our library. At present, we have some 7,170 books, which have been contributed from various philanthropic organizations. This spring, assistants in the library travelled to the centers, set up book displays and put books in the centers which students could take home and keep.

We are now in the process of gathering books for county libraries since there are few reading resources for disadvantaged persons in the counties where we are operating. We hope to locate these libraries in the vicinity of the centers and we would like to establish a book collection which would be of interest to all in the community. It is anticipated that these libraries serve as reading rooms, where books, magazines and digests can be read and checked out.

In the event that it would be possible to reserve books from your paperback book project, we would like to have as many books as possible in the following categories: American History and Literature,

FUNDED THROUGH U. S. OFFICE OF ECONOMIC OPPORTUNITY AND U. S. OFFICE OF EDUCATION

The Civil Rights Movement and race relations, community improvement and home repair, vocabulary and literacy material for adults, — ordered children's books, secondary school material for pleasure reading, African history, culture, and politics. TICEP is initiating cooperatives and special business projects in several counties--a sewing program and possibly a water cooperative, to name some examples. We would, therefore, also appreciate material on job and homemaking skills.

Ordered

TICEP will have completed its work in February. At that point, we will hope to have established community action programs where members of the community assess their own needs and implement their own programs. It is expected that, by this time, the communities will have a base to build on and will have explored some of their own resources. The library is a resource the community will continue.

Attached is some material which further explains the program. If there are additional questions that you have about TICEP, please do not hesitate to call on us for we are most anxious to establish library resources in the counties.

Sincerely,

P. B. Phillips

P. B. Phillips, Program Director

PBP:jow

cc: Mantell
Grant
J. Phillips

wait for ~~the~~ rep reply

335
189.00

May 31, 1966

The Reverend Francis X. Walter, Director
Selma Inter-Religious Project
810 29th Ave.
Tuscaloosa, Alabama 35401

Dear Sir:

I have received a copy of the memorandum you sent to Paul Anthony regarding your applications for foundation grants for the Selma Project. It was called to my attention that on page three you mentioned the need for various books in the Project's work, and you will be interested in our Paperback Book Project.

A detailed explanation of the Paperback Project is enclosed, with instructions for submitting a request for books. The program is limited and experimental in scope, but approximately five to seven hundred volumes can be made available for use by your organization.

I hope this suggestion will be helpful and I look forward to hearing from you soon.

Yours truly,

Harry L. DeLung, Jr.,
Administrator for the
Paperback Book Project

HLD/pf

FOR YOUR INFORMATION

Rec'd 5/20/66

ES-

PR

SELMA INTER-RELIGIOUS PROJECT
The Rev'd Francis X. Walter, Director
810 - 29th AVENUE
TUSCALOOSA, ALABAMA 35401
(205) 758-2301

May 17, 1966

Mr. ~~Vermont~~ Vernon A. Eagle, Executive Director
The New World Foundation
475 Riverside Drive
New York, New York

Dear Sirs:

We would like to expain the work of the Selma Inter-religious Project in the hopes that the New World Foundation would consider an application for a grant. After a brief description of the Project we will outline what could be done with additional funds. Enclosed you will also find a description of our budget and a propsed budget.

The idea for an inter-religious ministry in Black Belt Alabama grew out of the Selma to Montgomery March of April 1965. It is sponsored by many of the religious groups that participated in the Selma crisis. Its purpose is to continue the relationship established with the people of the Freedom Movement in Black Belt Alabama; to involve religious groups meaningfully in the Freedom Movement; to bring resources to bear where needed; and to strengthen bridges between whites and Negroes.

Four major organizations act as sponsors:

The Commission on Religion and Race of the National Council of Churches of Christ.
The National Catholic Conference for Inter-racial Justice.
The Synagogue Council of America.
The Unitarian-Universalist Association.

The chairman is Mr. Mel Dubin, a New York businessman.

By October 1965, when the Project offically started, a sense of crisis and tension no longer infected the Black Belt. The place of the Project and the role of the director was open ended. However, it took little time to find areas of real service.

The director acts as the representative of the members to the civil rights groups in Alabama. He interprets their positions and requests to the members of the Project.

The Selma Inter-religious Project has used the authority of its members to lobby and petition industry, the federal government and civil rights organizations to advance the cause of human rights. We belong to the Leadership Conference in Washington, D.C.

Our decision to collaborate with groups already in Alabama rather than picking some full time enterprise of our own puts us in a good position to clarify and mediate to some extent the internal conflicts of the Movement.

The director is able to maintain a pastoral relationship with workers in the Movemnet and those whites in Alabama who are struggling to come to grips with the racial problem.

A great deal of the director's time is taken up serving as any other available volunteer would when the need arises. He has helped S.C.L.C., S.N.C.C., The American Friends Service Leaque and anti-poverty groups in Dallas and Wilcox counties.

The Project publishes a ~~montly~~ monthly newsletter for over 500 readers. We have a good relationship with the Atlanta representatives of Newsweek, The New York Times, The Los Angeles Times and The Washington Post.

A special effort is made to see that significant news gets out of Alabama. For the next two months the director will be assisting National Educational Television in producing a documentary on the Black Belt.

The Project has chartered a ~~hadicraft~~ handicraft co-operative in Wilcox County. The first product has been quilts. Through a grant from the Southern Regional Council of Atlanta our co-op has been able to hire a technical assistant for the summer. The worker is member of the Roman Catholic lay order CARITAS of Baton Rouge, ~~Losisiana~~ Louisiana. She was suggested to us by the National Cahtolic Conference for Interracial Justice. This is a happy example of our efforts to match a resourceful person with a needy situation.

In general we see that Project serving three broad ends. First, it functions to hold together the present alliance of the poor, the Civil Rights Movement and the churches. Second, it serves to keep the Movement integrated. Our member groups are predominately white. As cynicism grows among Southern Negroes, as legal remedies fail to being promised results, we hope to offset by our presence, the growth of an unwholesome black nationlism. Third, the Project is an exciting endeavour in interfaith co-operation which can not fail to demonstrate new forms of ministry to institutional religion.

Our program can be ~~done~~ enlarged. For approximately $10,000.00 the following could be done.

Our services among whites people very much need to be increased. White people of good will need more information, acceptance, and interracial contacts than Negroes to function constructively in Southern society. After eight months of bridge building we feel ready to enter this area. We would like to sponsor four conferences for white Alabamians led by teams consisting of poor Negroes, local Movement leaders, and "outside" resource people. Hopefully, the conference would increase human relations activity on the part of the white participants. At the very least, white liberals in Alabama urgently need to be exposed to frank separatist and black nationalist sentiment from radical elements in the Movement.

To effect this and the rest of the ~~prospsed~~ proposed program we need the services for one year of a seminarian or graduate students. This person should live on the white section of Selma. His main concern would be among whites throughtout Alabama.

We would also like to bestow small grants among poor Negroes and local Movement volunteers to attend conferences and workshops. Almost weekly now we hear of meetings on poverty, agriculture, voting school desegregation to see that poor people are able to attend meetings we feel are important. The director's freedom to travel the Black Belt has put him in touch with scores of local leaders. The Project is constantly being asked to help with small sums of money for travel.

"The Freedom Quilting Bee", our handicraft cooperative, needs arts and crafts workshops. It is already established that faculty and students from the University of Alabama and Florence College (in North Alabama) could do this. Delegations from the co-op need to study at first hand other co-ops. The members are completely unaware of the markets for handicraft articles.

The director is always being asked if there are books and pamphlets that cover certain subjects. Even if the answer is "yes" there are usually no funds to buy the books. A book fund would put information in the hands of those unalbe to afford it.

We could bring drama to persons who have never seen a play with very little expense. One college drama department will shortly be performing "In White America" in Wilcox County. The Selma Interreligious Project is sponsoring the performance. It will cost about $40.00. We would like to bring at least one group of professional traveling players to Alabama beside paying the bare expenses of several college groups that are able to perform.

The enclosed sheet:"Proposed Budget Additions" indicates what this would cost. The figures represent additions to already budgeted items and new items.

We would like to ask $2,500 of your foundation toward this program. Of course, we will be happy to answer any questions or supply further details about portions of the proposal.

We do appreciate the interest you have already shown in considering this request. Thank you.

Your sincerely,

The Reverend Francis X. Walter

FXW:pb

SELMA INTER-RELIGIOUS PROJECT
The Rev'd Francis X. Walter, Director
810 - 29th AVENUE
TUSCALOOSA, ALABAMA 35401
(205) 758-2301

PRESENT BUDGET

Director's salary	$6,000.00
Housing	$1,800.00
Pension	$1,170.00
Travel	$2,500.00
Part time secretary	$1,800.00
Office rental	$300.00
Office utilites	$150.00
Office equipment	$500.00
Telephone	$960.00
Office supplies	$500.00
Postage	$200.00
Total	$15,880.00

SELMA INTER-RELIGIOUS PROJECT
The Rev'd Francis X. Walter, Director
810 - 29th AVENUE
TUSCALOOSA, ALABAMA 35401
(205) 758-2301

PROPOSED BUDGET ADDITIONS
(for a one year period)

Stipend for Seminarian	$1500.00
Travel	$1500.00
Secretary (increase to full time)	$1060.00
Telephone	~~$50.00~~ 500.00
Office supplies	$250.00
Postage	$300.00
Four conference for white Alabamians	$1600.00
Conference scholarships for Negroes and local Movement People	$1500.00
Cooperative grant	
Four workshops	$300.00
Tranining trip to Mississippi	$250.00
Training trip to Appalachia and other markets	$300.00
Drama in rural areas	$300.00
Book and Pamphlet Fund	$500.00
Total	$9860.00

PROPOSAL FOR THE SELMA INTER-RELIGIOUS PROJECT TO RECEIVE BOOKS FROM THE PAPER BACK BOOK DISTRIBUTION PROJECT OF THE SOUTHERN REGIONAL COUNCIL

1) The Selma Inter-religious Project is a joint effort of over a dozen organizations and denominations to continue the relationship established between these groups and the people of Selma and Black Belt Alabama. The Chairman of the Project is Mr. Mel Dubin, a New York businessman. Four member groups act as national sponsors. They are:

The Commission of Religion and Race of the National Council of Churches of Christ.
The National Catholic Conference for Inter-racial Justice.
The Synagogue Council of America.
The Unitarian-Universalist Association.

2) The books, if granted, will be given away to persons who re-
3) quest them. These persons will be the members of the Freedom
4) Quilting Bee or their families. This organization is a handi-
5) craft cooperative sponsored by the Selma Inter-religious Project. It has 125 members who make and sell quilts. The great majority of our members belong to families who make less than $1000.00 annually.

6) We are quite often asked if there are books printed on certain subjects. Often, even if there are the questioner still can't get the book because he is too poor. Based on our own observations and books we have been asked about the specific needs served will be the following:

1. To provide learning and entertainment for children who have no books at home.
2. Provide political education for newly registered voters.
3. Provide reading material for adults now motivated to learn to read.
4. Give a sense of worth to the rural Negro by providing ~~them~~ him with books by Negro authors and books about Negro history both of which are denied them by the public school system of Alabama.
5. Provide home makers and the male heads of households with simple domestic crafts and repair skills.
6. Prove information about job skills (auto-repair and barbering and cosmetology ~~and~~ are most frequently requested).

7) Type of Book or Specific Title if any — Quantity

a) Childrens books, all ages, if possible some of these should show inter-racial situations. — selection of 25

b) American history, specifically the South — selection of 10

c) Civil Rights Movement — selection of 25

d) Community improvement, especially one title 3 of Alinsky, 15 general
Reville for Radicals, Saul Alinksky

not available now

e) Limited vocabulary material(adult) — selection of 50

f) Secondary school material for pleasure reading — selection of 25

g(Home making skills — selection of 25

h) Job skills; specifically, auto repair; forestry; beauty parlor operation; barbering; farm equipment repair; poultry raising; food persarvation e.g. deep freezing, canning; arts and srafts skills, e.g. needle work, basketry, textile printing, weaving; simple first aid and home health handbooks
selection of 35

i) African history, culture, politics(on secondary school level if possible)
selection of 15

now being added

j) The labor movement (on secondary level for most part)
selection of 10

k) History and organization of cooperatives — selection of 10

8) Our future plans will depend on the response we get to this first distribution. Our plans are to encourage local school officials and local Movement groups to compile lists of desirable books more specific than this first proposal and then to be responsible through us for ordering, distributing, and maintaining the books.

SELMA INTER-RELIGIOUS PROJECT
The Rev'd Francis X. Walter, Director
810 - 29th AVENUE
TUSCALOOSA, ALABAMA 35401
(205) 758-2301

Books - July 7

To Selma Inter-religious Project

Childrens

3 at	69¢		
7	1.00		
13	.29		
11	.39		
4	.59		
3	.50		
41		TO TUSCALOOSA	TO TUSKEGEE
English Through Pictures			
Book 2	.45	3	
Book 1	.45	8	2
Betty Jones Cook Book	.95	6	2
Webster Dictionary	.50	5	3
Native Son		6	3
Who Speaks for the Am Negro	1.95	4	2
Stillness at Appomatox	50	5	
Too Late the Phalarope	1.45	4	
A Short History of the Civil War	35	7	1
Short History of the Civil War	50	4	2
Another Country	.75		3
Penny and Peanut Easy Sewing Book	95	10	2
Cowboy Stories	50	5	
Mystery Stories	50	5	
Adventure Stories	.50	5	
	.50	5	
Outer Space Stories	50	5	
Humorous	50	5	
Horse	50	5	

		Tus	calosa	Tasheger
Step by Step	1.4.5	11		3
The American Negro	1.65	5		2
Nigger	75	5		2
Community Power Structure	1.45	2		1
How TO Work w/ Tools & Wood	.75	5		1
Electrician	4.00	1		
Bookeeping	1.95	3		2
Abraham Lincoln	35	4		1
Strength to Love	50	12		3
Black Like Me	60	3		2
African Mythos Tales	50	5		2
April Morning	50	1		2
Call of the Wild	40	5		
A Pocket History of the U.S	75	4		
Day Lincoln was Shot	85	1		X
Red Badge of Courage	40	5		
FREEDOM Summer	75	7		3
To Kill a Mockingbird	60	5		5
Other America	95	4		3
Why We Cant Wait	60	3		
~~Blac~~ Black Boy	.75	2		3

NORTH NASHVILLE PROJECT
1705 26th Avenue North
Nashville, Tennessee

June 30, 1966

Mr. Harry L. DeLung, Jr.
Paperback Book Program
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia 30303

Dear Mr. DeLung:

We have just received your letter of June 28, and finding ourselves considerably confused, would like to inquire further about our order of books.

(1) Baxton Bryant, Director of the Tennessee Council on Human Relations, informed us that 500 books were available to the North Nashville Project through SRC. In our last letter we stated: "...We would like to relate these books to future programs. However, we believe it essential that these grow out of the felt need and desire of the community, and at this stage of development, we are reluctant to project these. Thus we are requesting 250 children's and adult books of basic interest, and would like to wait until our program takes more form later in the summer to specify the nature of the other 250."

send suggestion

We note in your letter that you are sending 294 books, with those on African History and current Negro activities, as well as some to be ordered, to follow. Was our request not feasible? Should we at this time specify the nature of all 500 books?

(2) It is clear that ordering single copies of books is more expensive for you, although this is somewhat unfortunate for us. We are planning to use these in helping establish a neighborhood lending library, and the variety we will be able to offer is thus reduced by four-fifths.

However, we are unclear as to how to procede. You request us "to eliminate single copies of some of the books that are of only marginal use...and request a minimum of five copies..."

(a) Does this mean we are allowed no single copies? YES

(b) What is the balance of our quota within which to do this? not clear yet

Some are not available

(c) You mentioned "some of the books you requested are not available and are having to be ordered." Should we procede in revising our request until we know these?

(3) We are somewhat disturbed by some of the selections and quantities listed in your letter. We were planning to use particularly the

first installment in a "lending library" capacity, making it very unlikely that we could use more than five copies of any single book. We had thought that by the time we requested the second installment we might have some type of classes or other programs under way, which might require multiple copies of individual books. However, we cannot project these now. This concerned us in regard to such selections as 25 copies of Roosevelt Grady or 20 of the Red Badge of Courage, and their use in a lower-income, non-reading community.

I believe that the above answers some of the questions asked in your last paragraph. The students in the children's program are 6 to 14 years in age, and we have been concentrating on Negro history. We would most certainly be interested in receiving some of the limited-vocabulary American classics when they are available, since our major concern has been to get books which are relevant to our community, both by virtue of their content and reading level.

We certainly appreciate the assistance that is coming to us through SRC, and will be glad to keep you informed on the effectiveness of individual books. We shall look forward to hearing from you soon.

Sincerely,

Ronda Stilley

Ronda Stilley

cc: Baxton Bryant

June 28, 1966

Mrs. Ronda Stilley
North Nashville Project
1705 26th Avenue North
Nashville, Tennessee

Dear Mrs. Stilley:

Your proposal to the SRC PBP has been accepted, and on June 20, 1966 books were mailed to you from the Atlanta News Agency. Some of the books you requested are not available and are having to be ordered. As soon as the books which were ordered arrive in Atlanta, they will be forwarded to you.

For several reasons we request that you revise your list of individual titles for which you want only a single copy. It is not financially feasible for us to purchase books on this basis. Furthermore, because paperback books deteriorate rapidly under heavy use, it is not practical for the recipient to have only one copy of any given book. Therefore, I suggest that you eliminate single copies of some of the books that are of only marginal use to you, and request a minimum of five copies of books in the same field which are preferred.

The following books were mailed to you:

Children's books	46
Dictionaries	7
Red Badge of Courage	10
Roosevelt Grady	26
Facts of Life and Love for Teenages	10

A Day in the Life of Pres. Kennedy	10
Baby and Child Care	25
Other America	10
Freedom Summer	10
Stop Dieting; Start Losing	5
How to Paint	3
McCall's Easy Sewing	5
Nigger	15
The Fire Next Time	15
The Strength to Love	16
South Town	11
Mystery Stories	5
Adventure Stories	5
Frontier	5
Baseball Stories	5
Romance	8
Science Fiction	5
Underwater Adventure	5
Dog Stories	5
Cry the Beloved Country	10
Up From Slavery	10
Tender is the Night	8
Consumer Report	3
Red Badge of Courage	10
Abraham Lincoln	10
Total	294

More of the books you ordered on African History and current ~~news~~ Negro activities are having to be ordered, and will be forwarded to you when received from the publisher.

In order to aid the selection of additional books for your project, please let us know which books are most effective with your group. Can you use more of certain books? It will be helpful if you could advise us of the age level of your students. In the near future, we will have available a limited number of American classics rewritten in 1000 and 2000 word vocabularies. If you are interested in receiving some of these, please let us know.

Sincerely,

Harry L. DeLung, Jr.

HLD/km

Ronda Stilley
North Nashville Project
1705 26th Avenue North
Nashville, Tennessee

Dear Mrs. Stilley:

On June 20, 1966 books were mailed to you from the Atlanta News Agency. Some of the books you requested were not available and some were ordered. As soon as the books which were ordered arrive in Atlanta we will forward them to you. For several reasons we request that you revise your list of individual titles for which you want only a single copy. It is not financially feasible to purchase books on this basis. Furthermore, because paperback books deterioate rapidly under heavy use, it is not practical for the receipant to have only one copy of any given book. Therefore, I suggest that you eliminate single copies of some of the books that are of only marginal use to you and request a minimum of five copies of books in the same field which are prefered.

The following books were mailed to you:

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A Day in the Life of Pres. Kennedy	10
Baby and Child Care	25
Other America	10
Freedom Summer	10
Stop Dieting' Start Loosing	5
How to Paint	3
McCall's Easy Sewing	5
Nigger	15
The Fire Next Time	15
The Strength to Love	16
South Town	11
Mystery Stories	5
Adventure "	5
Frontier	5
Baseball "	5
Romance	8

Science Fiction	5
Underwater Adventure	5
Dogs Storeies	5
Cry the Beloved Country	10
Up From Slavayr	10
Tender is the Night	8
Consumer Report	3
Red Badge of Courage	10
Abraham Lincoln	10
	294
	40
	334

In order to aid the selection of books please let us know which books were effective with your group. Can you use more of particular books? It will be hel ful if you could determine what the age level of your students are so that the books will be comprehensive to them. In the future there will be a limited number of 1000 and 2000 word vocabularly books available. If these can be of any hlep , please let us know.

Other information which you wnat or can give us in selecting books sill be appreciated.

Sincerely,

Harry L. DeLung

Good, but they want too many singles; we should send some now in bulk & write them to request consolidation of alot of the singles.

general code
(A) order the indicated number to send to this recipient.
(B) order the indicated number to send to Elson warehouse for placement in later requests
★ 10 copies
(S) may be substituted if necessary

NORTH NASHVILLE PROJECT
1705 26th Avenue North
Nashville, Tennessee

June 1, 1966

Paperback Book Distribution Project
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Gentlemen:

Baxton Bryant of the Tennessee Council On Human Relations has informed us that 500 books are available to the North Nashville Project through the Southern Regional Council Paperback Book Distribution Project. Enclosed is a basic prospectus describing in detail the goals and strategy of the North Nashville Project.

The nearest branch library is well over 3 miles away from this community, there are no bookmobile services, and generally reading is not a significant factor in the lives of these people. We have found a disturbing number of children to be lacking reading skills, and as a result, to be failing in school.

We are hoping through resources such as the Southern Regional Council to place in the midst of this community a supply of books which are readily available and directly applicable to their interests and needs. Thus we hope to encourage reading as an end in itself, and to use it to supplement and stimulate other programs of the project.

For example, the children's program mentioned in Part IV of the prospectus has taken the form of a tutorial which has been dealing by in large with reading problems. Having supplementary books of relevant level and content would be tremendously helpful in creating in the children a desire to read. Parents are becoming interested in how they can help in their children's learning, and books can be used as aids, both to them and to the tutors.

In the same manner, we would like to relate these books to future programs. However, we believe it essential that these grow out of the felt need and desire of the community, and at this stage of development, we are reluctant to project these. Thus we are requesting 250 children's and adult books of basic interest, and would like to wait until our program takes more form later in the summer to specify the nature of the other 250. We are presently planning to put these on a loan basis, but are flexible should other needs arise. We have tentatively broken these down into:

(1) <u>100 Children's and Teenage Level</u>
a. 15 written in Initial Teaching Alphabet (ITA) (Not Early-to-Read)
b. 85 all ages, fiction and nonfiction, popular reading, lower income interest level, bi-racial.

what is this? find out.

(2) 75 Adult - Fiction and biography, limited vocabulary, popular reading.

(3) 75 Adult Nonfiction (See attached) - Since this includes ten categories, making the number of books per category fairly small, on the basis of our own knowledge and using the paperback catalogues, we have specified these. However, if with the use of a computer you are able to select books in these categories which would be more appropriate for generally non-reading, low income people, we would be happy for you to do so (with the exception of those marked with an asterisk).

If you have additional questions, or if we can be of further assistance, please contact us. We shall be waiting to hear from you.

Sincerely,

Ronda Stilley

Ronda Stilley

cc: Baxton Bryant

Child Care and Development

25 copies
Baby and Child Care, Benjamin Spock, M.D. (rev. & enl. ed.) 50¢, GC40-PB
(A)(B) ★ Child Behavior: Gesell Institute, Dr. Frances Ilg & Dr. Louise B. Ames, (Orig.) 60¢, 1206-Dell
Elementary School Child, Dr. Daniel A. Prescott, (Orig.) $2.75 ES
Enjoy Your Teenager, Hoover Rupert (Orig.) $1.00 Abing
How to Tell Your Children About Sex, Clyde Narramore, (Orig.) $1.00 10416P-ZP
Help Your Child Enjoy Books, Margery Frisbie. 50¢, 20002-Guild
Your Child's Reading: A Guide for Parents Who Want To Help, Dr. C.C. Walcutt, (Orig.), $1.00, CN-69-CL.

Cooking, Diet, and Nutrition

Diet Does It, Gayelord Hauser, (rev.), $1.35, 201-Cap.
Nutrition, Your Key to Good Health, Carlton Fredericks, 95¢, Brand
Sunset Cook Book, Editors of Sunset Books and Sunset Magazine, $2.95 271-48 Lane.
Reduce and Enjoy It Cookbook, Elaine L. Ross, Preface by Irving H. Beckwith, M.D., 95¢, AS476X-Collr

Crafts and Hobbies

Complete Guide to Home Sewing, Sylvia K. Mager, (Orig.), 35¢, C232-PB
Fun Crafts for Children, John L. Squires (Illus.), (Orig.), $4.95, P-H
How to Draw and Paint, Alexander Z. Kruse. (Orig.), 95¢, EH244-B&N
Fun With Arts and Crafts, $1.00, 4759-Otten.
Paper Folding for Beginners, William D. Murray & Francis J. Rigney, $1.00 Dov.
Sewing Made Simple, Ruth Snyder & Dorothy Sara, (Orig.), $1.45, MS54-Made
Things to Make and Do, $1.00, 4758, Otten.
Things to Make for Children, Ed. of Sunset Books & Sunset Mag., (Illus.) (Orig,) $1.95, 470-24-Lane.

Education

Arithmetic Games, 2nd ed., Enoch Dumas, (Orig.), $1.50 Frn.
Arithmetic Learning Activities, Enoch Dumas (Orig.), $1.50 Frn
Art of the Story-Teller, Marie L. Shedlock, $1.50, Dov.
Better Reading and Spelling Through Phonics, Bernard Moura & Eunice Smith, (Orig.), $1.00, Frn.
Classroom Craft Manual, Nicholas Roukes, (Orig.), $1.75, Frn.
Dr. Montessori's Own Handbook, Maria Montessori, $1.75, SB98-SB
Games Make Spelling Fun, John Dean, (Orig.),50¢ Frn.
Help Your Child Succeed in School, Leslie J. Nason, Ed.D., (Orig.), $1.00 CN86-CL
How to Use Role Playing Effectively, Alan F. Klein, $1.00, 1394-LL-Assoc.
New American Guide to Scholarships, John Bradley, (Orig.) 75¢, KT380-SigK
Underachiever, Challenges and Guidelines, C. Burleigh Wellington, & Jean Wellington, (Orig.), $1.75 (t), 6774-RMc.
Slums and Suburbs, James B. Conant, 60¢

get children's
get adults

NORTH NASHVILLE PROJECT

Proposal for Action

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- B. Community Information Center
- C. Community Organization

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- A. Moving In
- B. Children's Program
- C. Neighborhood Survey
- D. Medicare Alert
- E. Voter Registration

V. Staff

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- B. In the Wider Nashville Community

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- A. General Statistical Characteristics of Area
- B. Proposed Monthly Budget

Introduction

We are deeply disturbed and concerned because we see around us growing numbers of people for whom the basic needs of food, shelter, jobs, medical care, and education are going unmet. We believe that all people should have freedom within the political and economic systems to have alternatives available, and to be able to choose the most meaningful ones for their lives. We believe this freedom does not exist, because we see people excluded from these systems, frozen in cycles of poverty, whose symptoms are unemployment, poor housing, poor schools, etc. We propose to demonstrate our concern in a community action project in north Nashville.

We also believe that the only meaningful way to help people, is to help them to help themselves. Toward this end, we believe that perhaps we can be most effective in helping people to realize their common problems and concerns, and to organize into groups which have the skills and power to attack and hopefully solve some of these.

The Community

The area in which we have located the project lies in the northwest section of north Nashville, roughly bounded by Buchanan Street (north) and Osage Street (south) and 20th Avenue (east) and 26th Avenue (west). This is a depressed pocket bounded on the northwest by a new housing development. To the northeast, the area becomes transitional, being populated by both whites and Negroes. This has been designated by the Metropolitan Action Commission as a "medium poverty area", as opposed to the more abject "high poverty areas", and was chosen for several reasons: (1) Almost all of the most abject poverty areas in Nashville have either been rezoned, or are scheduled for urban renewal within the next five to ten years. If we are successful, we hope to build a community organization of a permanent nature, which we do not want to see scattered either by natural transitoriness or by government programs. (2) The area has many attributes which we believe will facilitate organizing. It is typified by small, individual, often deteriorating dwellings. Many residents have lived in this area for a number of years, and there exists a sense of community evident in the small community churches, stores, taverns, and in interpersonal and inter-family relationships. (3) The problems encountered are not so great as to be overwhelming, and we believe that in this community we can gain valuable knowledge about urban organizing, and perhaps build a base from which to expand into more serious areas.

Objectives and Long-Term Programming

A. Student Involvement - We hope the impact of our project will be twofold: benefitting the community and providing a channel for student concern, involvement, and commitment. There exist thirteen colleges and universities in Nashville, and we believe that there is a great deal of latent interest among students in meaningful community work, and once we have established programs, it will be easy to draw in many students with varied interests and talents. We hope that in the community context, students will not only experience the symptoms of poverty, but encounter its socio-economic roots, and hopefully come to understand and participate in some vehicles of social change.

Hopefully such a program would be flexible enough to involve students at all levels of understanding and commitment, be that in physical work, tutorial or recreational work, research, or actual organizing. Presently there are a number of students who are interested and talented in working with children, whom we hope to involve in a tutorial-recreational-enrichment program. In addition, we believe we will

be able to tie in with groups such as the Vanderbilt Student Legal Aid Group, thus obtaining often unavailable professional services.

Thus eventually, we hope that our role will be one of initiator and coordinator, providing an opportunity for a meaningful experience for both students and the community.

B. Community Information Center - Many resources exist to deal with the problems of poverty, but go unutilized because people are unaware or do not know how to obtain them. A center which could hear out people's problems and help them to utilize the available resources might include information on welfare, social security, unemployment, medicare, Headstart, urban renewal, public housing, job retraining, and private services such as those of community centers, churches, etc. This would utilize a major resource offered by college students--academic knowledge--but would hopefully move toward autonomy of the local people in this endeavor.

C. Community Organization - Hopefully the hub of our program would center around issue-oriented groups, at first on a block level, and perhaps eventually on the model of a community union. Such issues may at first be very small and specific (i.e. stop signs, street lights) to obtain initial involvement of community people, to acquire organizational skill (for both students and local people) and hopefully to provide small victories which will lend both the experience and confidence to tackle bigger and more basic problems.

Possible issues may fall into several categories: (1) Governmental functions: (a) Municipal services such as water, sewage, streets, lights, police and fire protection, and (b) Social services, such as welfare, unemployment compensation, and public housing; (2) Housing; (3) Jobs; and (4) Discrimination.

Hopefully an organization will grow out of one or several of these that is both large and strong enough to tackle other problems, and a leadership will develop such that our aid will no longer be needed.

Means and Immediate Programming

We believe that each community has unique problems, and concerns, and that if such an organization is to exist, it must come from the people and their feeling a common need for this. Thus we cannot project what all the problems are nor which will present themselves as issues, nor consequently what form our program will ultimately take. Rather, we believe, it is presently necessary to talk with the people, to become acquainted and consequently trusted, and to understand their perceptions and their concerns. To do this, we propose several preliminary programs which will accomplish this, while being of value in and of themselves.

A. Moving In - Two of the staff plan to make their home, as well as the project office in the heart of the community. A house has been rented at 1705 26th Avenue North, which we are presently in the midst of setting up and furnishing. This will not only provide first-hand acquaintance with many of the people and problems, but will lend legitimacy to our concern for the community. As many workers as possible will be urged to live in the community.

B. Children's Program - There are a tremendous number of children living in this area which is devoid of recreational facilities. We believe we could establish a children's program which might take the form of a tutorial, recreational, arts and crafts, and/or cultural enrichment program, and which might be structured through

a community center, one of the local churches, or the schools. This would be of great value to the children, and would open doors to the parents of the community.

C. Neighborhood Survey - This might (1) determine the objective facts of poverty in that area, benefitting both our group and other agencies concerned with this particular area; (2) allow us to canvass door-to-door, providing opportunity for initial contact and acquaintance with a great number of residents, leading to better knowledge of the issues in the community, and (3) be of great educational value to the group.

D. Medicare Alert - This program of the Metropolitan Action Commission is using volunteers to help seek out all persons 65 and over to register for Medicare before the June 30 deadline. This is an important program, and could serve purposes #C-2 and #C-3 above.

E. Voter Registration - Aside form its intrinsic value, this would also serve purposes #C-2 and #C-3 above.

Staff

At present we have a strong core group of about ten persons who are committed to giving both time and resources to the project. With their part-time assistance, four of the group are prepared to spend a good deal of time in the next month laying ground work for such a project, and are planning to work full time during the summer. All of these persons are either students and/or residents in Nashville, and will be able to work with the project for an extended period of time. After getting such a program off the ground during the summer, they will be able to continue as organizers, both of the community and of the students, while continuing as full-time students next fall.

Finance

We do not believe that such a project will require large financial resources, at least initially, and we plan to raise money to support the project independently. We plan to utilize fund-raising contacts in Nashville, and believe we can build a strong base among many who were involved in the earlier civil rights struggle in Nashville. In addition, our fund-raising potential will be proportionate to the number of concrete and visible results which can be seen in the community, and we hope to thus eventually draw resources from the more established agencies and foundations. A simplified, tentative budget is attached in the appendix.

Progress to Date

A. In the Community - After several months of discussion and planning, we rented a small house and actually moved into the community about the third week in April. The first week was spent in becoming acquainted in the community, attending church and community functions, visiting neighbors, and making ourselves known.

After this, we felt the need to initiate one concrete program, and felt this program should be a tutorial. This was done in cooperation with the local church, and we are organizing on a block basis, starting with one block. This will be extended as the program develops, and will, we hope, provide a basis on which to do later block organizing on other issues. The tutorial has been under way a short time, and we presently having tutors work in the homes so that they will become acquainted with the family and vice-versa. Then, we will be conducting

sessions in the project house and in the church. We see this as preliminary to an expanded daily summer program consisting of tutoring, arts and crafts, and recreation, which we will try to have parents on the block take major responsibility for organizing. We hope this will eventually tie in to organizing around the need for recreational facilities in the community.

B. In the Wider Nashville Community - Prior to moving in, we contacted a number of key persons and organizations, such as the Metropolitan Action Commission, the Tennessee Council on Human Relations, and the Nashville chapter of the NAACP, the Council of Community Agencies, etc. who were most helpful in providing information and support. We have obtained the cooperation and are doing some volunteer work at the UGF supported 18th Avenue Community Center, which is supposed to serve this area, but in fact does not because of distance. We have obtained tutoring materials and suggestions from the Education Department at Peabody College, on whom we will also draw for resource persons to work with the tutors and parents.

We sent out a letter explaining the nature of the project and asking for contributions of both money and household goods, to the Nashville mailing lists of the Tennessee Council on Human Relations and the Southern Student Organizing Committee, and have been encouraged by the response. To date we have received chairs, a desk, bed, chest, linen, bedding, draperies, school books, paint, and a freezer, in addition to $70 in contributions. This supplements $90 already raised by the group. We will publish a periodic newssheet to tie these and other interested persons into the project, and hope to build this eventually into a system of pledges to provide a regular source of income.

The latter group, the Southern Student Organizing Committee, has taken considerable interest in the project, providing one full time staff person, and being instrumental in obtaining a project car.

May 12, 1966

APPENDIX A

General Statistical Characteristics of Project Area

The following are general statistical characteristics compiled by the Metropolitan Action Commission, which typify a "medium poverty area". The entire north Nashville area north of Jefferson Street is designated thusly:

1.	Median Family Income	$ 3073.00
2.	Income less than $1000	10.7%
3.	Unemployed	6.4
4.	Employed in Private Households, Service Worker, Laborer	40.1
5.	Housing - Deteriorating & Delapidated	47.2
6.	Education less than 5 years (Adults over 25 - funct. illiterate)	17.9
7.	Fertility Ratio	108.2
8.	Welfare Recipients	4.34
9.	Aid to Dependent Children	2.06
10.	Median Age	29.1
11.	Education less than 12 years	80.6
12.	Housing Units with 1.01 or more Persons per room	23.3
13.	Housing Units Occupied by Owner	37.3
14.	Sex Ratio	89.0

APPENDIX B

Proposed Monthly Budget - Summer 1966

Rent on House	$ 40.00
Electricity, Telephone, Water	15.00
Supplies for Children's Program	30.00
Transportation	20.00
Salaries (Two salaried staff)	112.00
Miscellaneous	20.00
	$ 237.00

FOR DISCRIMINATION

In the Economy of Communities

In Employment

In Legal Costs

In Education

In Culture, Entertainment and Sports

In Tourism and Conventions

On a National Scale

In Foreign Relations

THE PRICE WE PAY

Prepared by
Barbara Patterson and other staff members of the
Southern Regional Council and the Anti-Defamation League

June 1964

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The Price We Pay...
Introduction

This publication samples the costs—chiefly money—incurred by the South's resistance to equal opportunity. Nearly all the documentation has come from the press, largely the southern press. Some other printed sources have been used.

If all expenditures and loss could be added up, the sum would be shocking. The shock is even greater if, in reading each item, one keeps in mind the many and drastic needs in the South for wise use of its public monies and resources to improve society and the lot of its individuals.

Not all of the waste here documented has a price tag. Can the people of Mississippi, for example, afford the cost to the human spirit that comes from being cut off from a culture's highest artistic achievement? Is there enough money in the world to cover the cost to the American nation in international good will lost by unacceptable race relations?

There are probably those who would try to use the figures here to blame not themselves for being so easily parted from their money, but to blame those Americans who, by demanding Constitutional rights for all, have in a sense necessitated the expenditures.

Any such rationale founders on elementary arithmetic: the estimated cost of implementing the Civil Rights Act of 1964 for five years—$100 million—would be only .6 per cent of the Gross National Product increase—$17 billion—which could be realized for one year with full and free use of our human resources. There were southern Congressmen who reported with indignation that the 1963 March on Washington cost the District of Columbia government an estimated $805,000 — $1,022,300. Can this cost be called a responsibility of the marchers? A fair judgment will see it as a cost forced on the national government by reactionary elements of the South and by a dilatory Congress.

And so with the other wastes of money and resources documented here—they come from discrimination, not its victims.

Will southern states, which can least afford it, which so need to develop the potential of their people to the highest degrees of human dignity, continue in the ways documented here to waste the substance of their people?

The Price We Pay...

In the Economy of Communities

In Failure to Attract Industry and Investment

WALL STREET JOURNAL
May 15, 1963

. . . In recent years, its failure to attract any significant amount of new industry and its reliance on the limping steel industry—U. S. Steel Corp.'s Tennessee Coal & Iron division is the area's biggest employer—have combined to slow Birmingham's economy. In 1957, the metropolitan area had its highest employment, 246,000. Today, the total is estimated at 228,000.

Some Birmingham citizens say that in recent years large numbers of their best educated young men and women have been deserting the city to find opportunity elsewhere. It hasn't all been due to the lack of economic opportunity, says one young citizen. "We lost ourselves a generation; they just don't want to put up with all this racial strife."

DELTA DEMOCRAT-TIMES
(Greenville, Miss.)
January 30, 1964

Humans, resources, technology, management and education are the five major areas necessary for development if Mississippi is to make economic progress, C. E. Kirk told the noon Lions Club [of Greenville, Miss.] at its weekly meeting Wednesday.

Kirk, who is plant manager for the Ludlow Manufacturing Co., in Indianola, spoke as a guest of the local Lions Club on the subject, "Blueprint for Mississippi's Economic Progress."

Kirk is also a representative for the Mississippi Economic Council and brought along charts and statistics which were gathered largely through the council. . . .

"Where we are losing out," he said, "is in the new, highly skilled industries like the chemicals, electronics and pharmaceutical companies."

"The problem is many of our working age people (20-40) are leaving and those who stay don't have enough education to attract the newer breed of industries into the state," Kirk said.

As a result, Mississippi's per capita income doubled from 1939 to 1945, but it stayed the same in relation to the nation's average.†

SURVEY OF CURRENT BUSINESS
August 1962
U. S. Department of Commerce

[†*Mississippi has the lowest per capita income of all 50 states: $1,229. The national average is $2,263.*]

JACKSON DAILY NEWS
January 27, 1963

. . . A report circulated by S. D. Wolfe, temporary chairman of the Lafayette County Rural Development Committee, says Oxford [Miss.] has lost two new industries because of the crisis.

NEW YORK *TIMES*
April 15, 1963

. . . However while the state's over-all business advance continued, economists in other Southeastern states remained convinced that Mississippi would suffer in later years because of the racial outbreaks.

They cited Little Rock, Ark. as evidence, noting that the industry stopped locating there for two years after the racial troubles in 1957.

A leading economist said he expected the number of new industries in Mississippi "to start declining by the middle of 1963, and to continue shrinking for a long time to come until and unless, the state shows that it is willing to rejoin the Union."

GREENSBORO *DAILY NEWS*
September 6, 1963

Downtown demonstrations last spring by Negroes seeking a change to integrated facilities in restaurants had an adverse effect in attracting new industry, Chamber of Commerce officials told the Greensboro Human Relations Committee yesterday.

BUSINESS WEEK
September 28, 1963

. . . Industrial development people admit that the turmoil is frightening away prospective new industry. Sidney M. Smyer, a prominent real estate man who has been active in business groups talking with Negroes, says: "This situation is going to have definite effects on locating further business here [Birmingham]. People aren't going to come where there is trouble —it's hard enough to get them when you have a favorable climate." W. Cooper Green, executive vice-president of Alabama Power Co., sums it up: "Violence hurts—labor violence, criminal violence, racial violence. You have to live it down."

ATLANTA *CONSTITUTION*
May 24, 1963

Birmingham (AP)—. . . At a Chamber of Commerce meeting, Chairman Caldwell Marks of an industry-hunting committee disclosed receipt of insulting letters from prospective industries and cancellation of plans for firms to locate here.

BIRMINGHAM *NEWS*
Washington Correspondent
James Free
February 2, 1964

Washington—Gov. George Wallace's war against "the central government" could be far more costly to the people of Alabama if the federal government ever decides to fight back. . . .

Moreover, the Defense Department is now cutting down on the number of military and naval bases and installations over the country. And, when all other considerations are close to even, defense advisers may decide that it would be wise to close an installation in a state that persists in fighting the federal government rather than a similar installation in another state that is more cooperative.

Representative Kenneth Roberts got some figures together recently showing that in the fiscal year that ended last June 30, the Defense Department alone spent in Alabama more than $700 million in payrolls, upkeep, contracts, and the like.

THE FINANCIAL TIMES (London) September 23, 1963

. . . The severe economic damage caused by racial unrest has forced the city's business community into action. . . . Birmingham is endowed with a rich supply of raw materials and with ample resources of labor. But the flow of new industries into the area was halted by the onset of racial violence. . . . As one businessman puts it: "We have become the world's headquarters for racial violence, and nothing worse could happen to a city."

NEW YORK TIMES June 30, 1963

City Council [New York] President Paul R. Screvane proposed yesterday that the city refuse to invest any of its $3,400,000,000 pension funds in the securities of companies practicing racial discrimination. . . .

Because the amount that may be invested in any one corporation's bonds is small, the pension funds own bonds in dozens of different corporations, which are scattered all over the country.

NEW YORK TIMES December 18, 1963

The United Presbyterian Church urged its agencies yesterday to use their financial influence upon businesses with which they deal to eliminate racial discrimination. . . .

The statement [of the Church] urged the agency boards to "analyze investment opportunities and financial policies that would directly witness to the concern of the United Presbyterian Church for an integrated society."

If church funds are invested in concerns that discriminate, efforts should be made to have those practices changed, the statement suggested.

ST. LOUIS POST DISPATCH June 20, 1963

An investigation of the racial policies of corporations, in which the overseas mission board of the United Church of Christ has invested funds was ordered by board directors at a meeting yesterday. . . .

The board has investment holdings of about $18,000,000.

And Then, on the Other Hand . . .

CHATTANOOGA TIMES September 29, 1963

Huntsville, Ala. (AP)—. . . For Huntsville—and the nation—the space age began with the arrival of about 200 former German missilemen and their families, led by Wernher von Braun. . . .

With their arrival, Huntsville began turning its back on the South of magnolias and old lace.

At the end of World War II, Huntsville was known chiefly as the largest cotton market east of Memphis. It had 3,500 homes and 12 small industries including three big cotton mills.

Two of the cotton mills are now closed and Huntsville today has over 25,000 homes and about 40 industries. The median family income is $6,600—highest in Alabama. . . .

Like most of the businessmen interviewed in Huntsville, Cummings [Milton Cummings, native businessman and president of Brown Engineering Company, Inc.] is irritated over the image of Alabama as an area of

racial strife. It has hurt his effort to recruit scientists and engineers.

"We have found," he said, "a number of engineers who simply don't want to expose their children to this race thing." . . .

Mrs. Patrick W. Richardson . . . mother of two small boys and the wife of one of Huntsville's leading attorneys, says:

"I guess you could say Huntsville was a hungry town. I can remember the Huntsville Times carrying a story on page one in 1938 saying where the breadlines would form for that day—1938 was when the depression was supposed to be over." . . .

"We like Huntsville," she said. "We've always lived here, but we wanted something better. If Huntsville stagnated, we would have stagnated and I guess my husband's law practice would have been a matter of writing two or three wills a week. We wanted something more than that."

The Price We Pay...

In the Consumer Market

NORFOLK *VIRGINIAN-PILOT*
(by the Herald Tribune News Service)
September 26, 1963

. . . William Capitman, president of the Center for Research in Marketing, Inc., at Peekskill, N. Y., said Negro purchasing behavior represents both the greatest danger and the greatest potential in the American marketplace. He said Negroes, with an annual income of $20 billion, have a sales potential as great as the entire population of Canada. . . .

At the moment, Capitman said, 30 to 40 per cent of the Negro population is engaged in unorganized economic boycotts, refusing to buy from producers or sellers considered to be unfriendly to Negroes.

Eighty-nine per cent of 1,164 Negroes interviewed in the third survey told the Negro interviewers they would take part in any boycott called by their leaders. Capitman called this one of the most significant phenomena in marketing history. . . .

In Birmingham . . .

TIME
June 7, 1963

. . . In Birmingham, retailers have averaged a $750,000 weekly loss, some because Negro trade boycotted stores, some because whites did not venture downtown for fear of possible violence.

WASHINGTON *POST*
June 5, 1963

(AP)—Federal Reserve Board figures show that retail sales in Birmingham dropped sharply in May—a time of sit-ins, mass demonstrations and occasional violence in that racially troubled city.

For the week which ended May 25, retail sales were off 11 per cent compared to the corresponding week of 1962. For the preceding three weeks the figures were also minus: 17, 19 and 14 per cent.

BUSINESS WEEK
September 28, 1963

. . . Long-suffering downtown merchants have watched their sales run some 20% under last year's, and lag behind those of most other Southern cities.

"People put off shopping trips," says one store owner. "It goes deeper than just downtown Birmingham. It affects every phase of business, social and civic life in this community."

Adds another merchant: "A solution must be found immediately or Birmingham will be killed as a prosperous city."

WALL STREET JOURNAL
May 16, 1963

. . . A restaurant owner comments: "We're hurt and hurt bad because our business community refused to exercise leadership when it could have saved the situation."

The restaurant owner says his business has fallen 25% since the latest outbreak of racial strife began April 3.

WASHINGTON POST
May 16, 1963

(AP)—. . . An executive of a big department store said . . . "It is difficult to appraise the business conditions. . . . But business is off drastically since last week. We don't know specifically whether to attribute this to the boycotting or to the general atmosphere of the city."

And Elsewhere . . .

THE STATE
(Columbia, S. C.)
July 21, 1963

Charleston—The basic story of this city now isn't on the street where Negroes demonstrate. . . .

It involves the dollars and cents that pump the life blood into the heart of Charleston through its long business artery, King Street.

"Since this started in early June, business along the street is off anywhere from 20 to 50 per cent depending on whom you talk to," one prominent retail merchant confided.

"Some of them are literally worried sick," the *News and Courier* [Charleston newspaper] said at one point in an editorial July 18.

NEW YORK TIMES
March 2, 1964

Canton, Miss.—. . . The Negroes opened a boycott against 19 white merchants last January that now threatens some of them with financial ruin. The objectives are "more courteous treatment" for Negro customers, and . . . pressure by the white merchants on county officials to accept Negro voter applicants.

HOUSTON POST
November 10, 1963

Prairie View—. . . The boycott of the game [Prairie View A & M College versus Bishop College of Dallas] and other homecoming activities had been called by leaders of Students for Equality, Liberty and Freedom in support of their efforts to desegregate nearby Hempstead. . .

A businessman in the community of Prairie View waved his hand in his empty store and said:

"There was no business. You can see the effect this has had on us."

NEW YORK *TIMES*
September 2, 1960

Jacksonville—. . . Newsboys sold only half as many papers as usual in the downtown shopping area. Parking lots, ordinarily overflowing, were checkered with vacancies. Clerks and elevator operators reported that customers who normally crowd the stores in the week before school opens were staying home. . . .

Last night was the first since Saturday to be undisturbed by home-made fire bombs, shootings or beatings. . .

The Governor blamed the people and elected officials of Jacksonville for the breakdown of law and order.

ATLANTA *JOURNAL*
June 6, 1963

All of Georgia's larger counties showed gains in retail and other taxable sales during the first quarter of 1963 except Dougherty, where racial demonstrations and Negro boycotts have hit the county seat, Albany.

NEW ORLEANS *TIMES-PICAYUNE*
July 7, 1963

Jackson, Miss.—. . . To what extent downtown business was hurt by the five weeks of picketing, boycotts and marches and sit-ins has been carefully concealed by spokesmen for Capitol Street, the main business section. . . .

But the chain stores, which were the targets of pickets and sit-ins, one trade association spokesman admitted, found business off as much as 40 to 60 per cent during the peak of the demonstrations.

BALTIMORE *AFRO-AMERICAN*
March 7, 1964

Jackson, Miss.—. . . The two white-owned food markets in colored neighborhoods, which refused to hire colored employees and to cease selling products of companies that also discriminate, have already gone out of business.

And Then, on the Other Hand . . .

WASHINGTON *POST*
September 14, 1963

Baltimore (AP)—An owner of Gwynn Oak Amusement Park—scene of mass racial demonstrations and arrests earlier this summer—has called the park's new policy of racial integration an economic success.

He said the park has more reservations for next season than it had in the late summer of any other year.

WALL STREET *JOURNAL*
July 15, 1963

Atlanta—. . . Among those restaurants, hotels, theatres and other places of public accommodation in the South that have begun serving or hiring Negroes, only a few report suffering any lasting consequences. A sizable number, in fact, declare that business has been better than ever. . . .

Mr. Henry Rather [Dallas hotel man] says a recent check of the city's 35 largest hostelries failed to turn up a single instance of lost business because of desegregation.

The Price We Pay...

In Police and Jail Costs

This section and a later chapter, Legal Costs, document public outlays which in part result from demonstrations and other actions instigated by Negroes. Often, Negroes are blamed for the waste involved. The true cause is the denial of rights. Any community, any state, which wants to end this waste need only take the necessary steps to provide equal protection and rights for all citizens.

In Mississippi . . .

ATLANTA *JOURNAL*
April 16, 1964

(UPI)—When a few minor hitches are cleared away the Mississippi Legislature will soon adopt a new law empowering the governor to send patrol forces into any community where he deems there is an emergency.

The legislation . . . will cost $4 million the first two years, add 200 men to the patrol force and provide them with a police academy.

In Savannah . . .

ATLANTA *CONSTITUTION*
February 11, 1964

Savannah has been rebuffed in its efforts to collect from the state $18,000 which it spent for quarters and food for state troopers during racial disorders.

In Albany . . .

ATLANTA *CONSTITUTION*
March 3, 1964

Albany—Mayor Jimmy Davis estimated Monday the 2-months stay of a group of pacifists cost Albany taxpayers about $5,000 in jail expenses.

In Memphis . . .

MEMPHIS *COMMERCIAL APPEAL*
September 18, 1963

Protests and demonstrations by Negroes against staggered hours at five Negro schools have cost the Memphis Police Department more than $9,000 in overtime pay since September 4.

In Greensboro . . .

RALEIGH *NEWS AND OBSERVER*
May 21, 1963

. . . Clarence Smith, purchasing agent for Guilford County, estimated taxpayers were supporting the jailed Negro demonstrators at a minimum of $1,200 a day "just for food."

In Danville . . .

RICHMOND *NEWS LEADER*
September 9, 1963

Danville (AP)—The cost of policing civil rights demonstrations in this Southside city which has been the scene of sporadic racial unrest since May 31 has been placed at more than $60,000.

Danville Mayor Julian R. Stinson announced over the weekend that overtime pay for policemen and other deputized law enforcement officers in June, July and August came to $48,199.

He said other expenses incurred included approximately $6,515 for such items as night sticks, tear gas, office supplies and court costs.

In Cambridge . . .

BALTIMORE *SUN*
June 24, 1963

Cambridge (AP)—Thirty-seven days of militia law here has cost Maryland at least $176,000. That's only the estimate of keeping National Guard troops billetted here.

The other costs—State Police expenditures and the economic toll to the community—have not been accounted for, and may be unaccountable.

The bill for the first 25 days of militia rule, from June 14 to July 8, was nearly $100,000. According to the comptroller, pay for the Guard totaled $83,199.83, the food bill was about $14,700 and the cost for gasoline was $1,858.89.

Also in Cambridge . . .

WASHINGTON *POST*
March 9, 1964

. . . for the subsequent nine months, July 1963 through March 1964

. . . Keeping the Guard in Cambridge for nearly nine months has cost the taxpayers close to $70,000 and hasn't solved anything; it has cut Guard enlistments; it has led to legislators being besieged with complaints about the financial pinch felt by families of Guardsmen who had had to be away from their jobs.

In Williamston, N. C. . . .

GREENBORO *DAILY NEWS*
August 9, 1963

. . . The Martin County Commissioners in a brief meeting approved a bill of $1,095 for extra police protection during July.

Extra law enforcement officers were necessary recently to prevent violence as a result of nightly demonstrations by Negroes.

In Jackson . . .

JACKSON *DAILY NEWS*
October 31, 1963

He [Mayor Allen Thompson] said the city spent an extra $138,429.75 in overtime and equipment combatting the demonstrations from late May through August.

In Charleston . . .

CHARLESTON *NEWS AND COURIER*
October 17, 1963

Costs of locking up racial demonstrators during July and August jabbed three Charleston County budgets out of kilter, according to a report issued this week by County Manager E. D. Martin.

The Prison Farm Barracks, County Jail and Prison Farm all had to spend more than half of their six-months allotted fund in three months' time because of the demonstrations.

In High Point . . .

GREENSBORO *DAILY NEWS*
August 30, 1963

High Point—. . . City Hall is showing some concern over the mounting costs of Negro demonstrations here.

A $9,000,000 budget, closely trimmed in order to keep the same tax rate of $1.20 per $100 valuation, cannot stand too much additional and unbudgeted expense, it was pointed out by city officials.

Protest activities have cost $7,132.52 in overtime pay for policemen alone. Also to be considered is the wear and tear on the Police Department.

Statewide in North Carolina . . .

RALEIGH *NEWS AND OBSERVER*
August 17, 1963

The State Highway Patrol has spent more than 11,000 man-hours dealing with racial demonstrations so far this year. The extra activity has cut sharply into traffic law enforcement.

Figures compiled Friday by patrol headquarters show traffic violations charged during the first six months of 1963 were down 18,558 compared with the same six-months' period last year.

Statewide in Mississippi . . .

DELTA DEMOCRAT-TIMES
(Greenville, Miss.)
March 27, 1963

Jackson (UPI)—. . . Public Safety Commissioner T. B. Birdsong told United Press International Tuesday the morale of highway patrolmen, most of whom were on duty at the scene of the riot [at the University of Mississippi], was hurt by the crisis. . . .

He pointed out that the state's highway death toll "rose very sharply" after the September 30 riot which marked the entry of Negro James Meredith to the university.

Since then, there have been 327 traffic deaths in Mississippi, compared to 252 during the same period a year earlier.

And in Birmingham . . . the state paid . . .

BIRMINGHAM *NEWS*
June 20, 1963

Montgomery—. . . State Budget Officer J. V. Jordan said a tabulation three weeks ago showed that "upwards of $90,000" had been spent up to that time in keeping hundreds of state troopers in Birmingham to keep a watch on racial disorders there.

Jordan said a later tabulation . . . would boost that figure by a substantial amount.

State Conservation Director Claude D. Kelley said it cost his department $25,000 to send about 100 conservation officers, deputized as state troopers, to Birmingham.

ABC officials reported they had been forced to spend an extra $17,350 for sending specially-deputized liquor enforcement agents to Birmingham.

State fiscal officials said the total expense could run well over $200,000.

the city paid . . .

NEW YORK *TIMES*
July 22, 1963

. . . The cost of the five weeks of demonstrations was considerable. It is estimated that overtime pay to policemen, repair of damage to police vehicles and the feeding of more than 1,500 prisoners will total about $50,000.

Whatever the cost, most Birmingham citizens hope it is the final payment.

the county paid . . .

NEW YORK *TIMES*
July 22, 1963

The county [Jefferson] may have spent as much as $10,000 more.

and the people paid . . .

BIRMINGHAM *NEWS*
May 14, 1963

. . . Losses from fires during the weekend rioting were placed at $41,775 by Deputy Fire Marshal William E. Berry. And vandalism will boost the destruction toll much higher.

ATLANTA *JOURNAL*
May 26, 1963

Governor Wallace is pushing through an emergency appropriation of $250,000 to cover expenses of troopers.

BIRMINGHAM *NEWS*
May 15, 1963

. . . Governor Wallace called for a doubling of the cost of drivers' licenses in Alabama to finance an Alabama Highway Patrol to cope with racial disturbances.

In Jackson, Mississippi . . .

WASHINGTON *POST*
February 27, 1964

Jackson has been steadily strengthening its police force in recent months and has laid in an added supply of gas masks, shotguns and helmets. The city also recently purchased a $15,000 tank-like vehicle designed especially for riot control.

BALTIMORE *AFRO-AMERICAN*
March 7, 1964

. . . Mayor Allen Thompson has asked state lawmakers for $1,000,000 with which to build a compound for "agitators and others who do not go along with the Mississippi way of life."

THE MISSISSIPPIAN
(University of Mississippi)
April 10, 1964

Jackson—The Mississippi House has unanimously passed two more bills to help local officials deal with racial problems. The bills would allow counties and cities to send prisoners to Parchman [state prison] if their jails become overcrowded. The cities or counties would bear the entire expense and furnish guards. The measures would prevent jail overcrowding resulting from mass arrests of demonstrators.

The Price We Pay...

In Other Resources Depleted

NEW YORK TIMES
March 19, 1964

Jackson—. . . Mississippi's Sovereignty Commission has been the clearing house for $260,000 in contributions to a lobby in Washington opposing the civil rights bill.

According to Erle Johnston, director of the commission, that much money has gone through his hands in the last nine months to the Coordinating Committee for Fundamental American Freedoms, Inc. . . .

In Washington, meanwhile, John C. Satterfield, secretary of the Coordinating Committee, said the group had spent $200,000 to $250,000 since its incorporation there last July. . . .

Financing was worked out at a meeting here last summer. Allotments were established for the Southern states, and the Mississippi Sovereignty Commission was designated to channel contributions to the Washington office.

The Sovereignty Commission was created by the Legislature in 1956. It was given authority to accept contributions from private or out-of-state sources.

To help prime the pump for the Coordinating Committee in the beginning, the Sovereignty Commission contributed $10,000 from its $250,000 biennial state appropriation.

It also agreed to pay the bill for the services of Mr. Satterfield as the committee's legal adviser. . . . He charges $25 an hour, up to $2,000 a month.

MIAMI HERALD
January 29, 1964

Washington—. . . According to figures filed with the clerk of the House of Representatives the commission [Mississippi Sovereignty Commission] gave Synon's committee [John J. Synon, director of the Coordinating Committee for Fundamental American Freedoms, salaried at $519.23 a week] $20,000 in the quarter-year ending September 30, 1963 and $100,000 in the quarter ending December 31.

ST. PETERSBURG *TIMES*
Editorial, February 8, 1964

. . . Most of Mississippi's financial support for the anti-civil rights group . . . has been from "private contributions" to the Mississippi Sovereignty Commission. . . . This is what the director of the commission says. But even he admits that $20,000 of the state's grant to the Washington lobby was drawn from tax funds.

NEW ORLEANS *TIMES-PICAYUNE*
February 9, 1964

Jackson—. . . While the State Sovereignty Commission has invested only $20,000 so far in CCFAF [Coordinating Committee for Fundamental American Freedoms] it has sunk over $160,000 of state funds since June 1960 in the White Citizens Council's television and radio series.

Oddly, the Citizens Council does not submit any statement or invoice as a matter of record in order to receive its $2,000 payment from the state.

The state auditor's office said last week that all other invoices made by the state must have a statement showing what was received in return.

JACKSON *DAILY NEWS*
April 3, 1964

(AP)—The Mississippi Senate gave unanimous passage Thursday to a bill appropriating $50,000 to finance further efforts to defeat the Civil Rights Bill pending before Congress.

The measure . . . was in the form of a deficit appropriation to the State Sovereignty Commission. . . .

Committee sources said the money was earmarked for the Coordinating Committee for Fundamental American Freedoms in Washington.

MONTGOMERY *ADVERTISER*
March 3, 1964

A drive to enlist the support of various Alabama organizations in fighting the civil rights bill now pending in the Senate was launched here Monday by the State Sovereignty Commission.

Howell [Eli Howell, executive director of the Commission] said the nationwide campaign would be directed by the Coordinating Committee for Fundamental American Freedoms. . . . The Sovereignty Commission had earlier appropriated $10,000 to this group.

MONTGOMERY *ADVERTISER*
April 23, 1964

The State [Alabama] Sovereignty Commission has issued a $15,000 check to the Coordinating Committee for Freedom Fund.

WASHINGTON *POST*
April 19, 1964

. . . Official state commissions in Florida and Alabama also have contributed a total of $13,000 to the CCFAF [Coordinating Committee for Fundamental American Freedoms]. The Plaquemines Parish (La.) Council, headed by political boss Leander Perez, who built a stockade in the swamps for arrested racial demonstrators, has appropriated $5,000 in taxpayers' money to the CCFAF.

ST. PETERSBURG *TIMES*
April 2, 1964

Tallahassee—. . . Prentice [George Prentice, executive director of the Florida Commission on Constitutional Government] could be in Lincoln, Neb., headquarters for a new national ultra-conservative organization of

which he was recently made executive director. He flew to Nebraska to take the job with the private organization using Florida state funds. Taxi, hotel and food expenses were also paid for with Florida state funds.

ARKANSAS *GAZETTE*
Editorial, February 8, 1964

. . . The sense of impatience that other states must feel for states such as Mississippi, which is, at once, the most abjectly mendicant of all the 50 states and the most aggressively unyielding in its segregationist sentiments. . . .

Why—it could be asked—should other states help pay [via federal tax dollars] for services that Mississippi says it is unable to afford on its own when Mississippi *can* afford to kick away $120,000 on lobbying and propaganda against a single piece of federal legislation within a single six month period?

MONTGOMERY *ADVERTISER*
Bob Ingram column,
March 1, 1964

. . . It was once reported here that the expenses incurred by the National Guard crew which flies the C-47 on the Wallace tours was paid by the federal government. No state official bothered to correct me, they apparently preferred that I remain ignorantly incorrect. Just discovered is the fact that the expenses of the Guardsmen are paid by you, the taxpayers of Alabama. An allocation was approved a couple of days back for $1,356.48 from the General Fund for the active duty pay earned by the three-member crew on the midwest tour, plus some expenses.

RALEIGH *NEWS AND OBSERVER*
March 30, 1964

. . . Wallace [Alabama Governor George C. Wallace] blew into Washington during the week to meet with some Maryland supporters. He is running in the Maryland Democratic Primary.

He arrived in the Alabama plane surrounded by no less than eight aides. Among his outriders were three bodyguards, two press assistants, and assorted other advisers—all on the Alabama state payroll.

KENTUCKY *LABOR NEWS*
May 2, 1964

. . . The political ad [in the Louisville *Courier-Journal*] was signed by one BILL JONES as secretary of Wallace's Indiana committee. Jones, it turns out, is neither a Hoosier nor a union member. An Alabama state employee, Jones is simply the governor's press secretary! About 18 other state employees complete the pack traveling at Wallace's heels. A $250,000 state-owned plane, with a state-paid pilot and co-pilot, carries this happy crowd from soap box to whistle stop in Indiana.

MONTGOMERY *ADVERTISER*
March 6, 1964

The State Sovereignty Commission adopted as its first objective Thursday a massive campaign aimed at defeat of the civil rights bill pending in Congress.

As one gesture, the Commission agreed to pick up the check, not to exceed $1,000, for airplane gasoline for the Montgomery Junior Chamber of Commerce.

The Jaycees, who have distributed thousands of copies of the civil

rights bill in Alabama and other states, also have arranged for the use of an airplane, the Commission was told, for conferences in other parts of the country to spread opposition to the bill.

from tabulation by William C. Havard, Chairman Department of Government Louisiana State University

The Louisiana Legislature held five "Extraordinary Sessions" during 1960 and 1961 to deal with legislation designed to maintain segregation. Appropriations for these extra sessions amounted to $934,000.

THE ATLANTA *INQUIRER* Eliza Paschall column, March 7, 1964

. . . One cost that is seldom counted is the time which trained responsible leaders must take from their professional duties to "work on desegregation." Every time the Steering Committee of the Summit Leadership Conference meets there are businessmen, physicians, ministers, and professors who are not doing what businessmen, physicians, ministers, and professors are supposed to be doing. The same is true of the Atlanta Coordinating Committee.

If these same people were all free to work on the problems that come with twentieth century growth, instead of working on the problem of making the color of your skin no more important than the color of your hair, we might at least catch up with, even get one step ahead of automation, expressways, art centers, and school curricula.

***DELTA DEMOCRAT-TIMES* (Greenville, Miss.) March 4, 1964**

City Council yesterday voted five to one to borrow $40,000 for the construction of a Negro community center on Hernando Street and $10,000 for remodeling of the present community center on Robertshaw.

He [Park Commissioner] said the Negro facility is needed since there is at present nowhere for Negroes to attend Park Commission activities.

BIRMINGHAM *NEWS* May 14, 1963

Emergency expenses resulting from the racial demonstrations of the last several weeks will cause a curtailment of some county services, the County Commission [Jefferson County, Alabama] said Monday.

BIRMINGHAM *NEWS* September 15, 1963

. . . The extra costs, including overtime pay for police and other personnel used during the demonstrations last spring totaled $45-46,000, money that might have gone into additional city equipment or services, Boutwell [Mayor Albert Boutwell of Birmingham] said.

***THE REPORTER* February 27, 1964**

Greenville, South Carolina, is having its problems. Faced with a suit to integrate its municipal swimming pool, the city council voted last October to convert it into a "marineland." "Integrated pools operate at a loss," Alderman W. I. Bouton . . . explained in proposing the switch. The economy-minded council apparently had no alternative but to import six sea lions from California. Since then, however, it's been just one thing after another. . . . The trouble began as soon as the sea lions were flown in by jet from Santa Barbara. They not only needed a series of vitamin and

antibiotic inoculations on arrival but fifty pounds of fish a day as well.

Yet the "animal groceries" budget had already been exceeded by $378 at that point and the $1,500 ration allowance that was provided "obviously left no margin," one alderman found, "for feeding camels and yaks." (There was no question that camels and yaks deserved treatment equal to sea lions) . . . it was discovered that the pool had sprung a leak. . . . The costs, however, turned out to be manageable, and for several days the local papers carried dolorous pictures of the woebegone seals dryly sitting it out on the shower-room benches while the pool was drained and the repairs were made. In mid-January a $1,200 concrete island with five spiral decks was lowered into the pool, and there is talk of a stainless-steel slide to come. But this gives no assurance yet that the sea lions will learn to be as happy as kids, black or white, in a swimming pool. At the end of January, one sea lion was found dead of unknown causes at the side of the pool, and another died at the veterinarian's.

BATON ROUGE *STATE TIMES*
June 1, 1964

The Joint Legislative Committee on Segregation will continue its work for another four years. . . .

A budget of $12,000 has been set aside for the committee.

Sen. Gravolet [E. W. Gravolet of Pointe-A-La-Hache], who has served as vice chairman of the committee . . . said the committee had been in service 10 years and usually had an appropriation of about $7,000 to $12,000 annually.

It had no attorneys, he said, and members had drafted major segregation legislation through the years.

The Price We Pay...

In Elections

BIRMINGHAM *NEWS*
reprinting editorial from
Brewton (Ala.) *Standard*
January 25, 1964

. . . With the ratification of the anti-poll tax amendment by South Dakota the poll tax, as pertains to federal elections in this state, has just about two years to go before it becomes obsolete. Between now and that time, we hope that our legislators in Montgomery will eliminate the poll tax from state law. Otherwise, it will cost the state a tremendous amount of money for holding separate elections when federal and state candidates are placed on the same ballot.

The Price We Pay...

In Employment

ATLANTA *CONSTITUTION*
Jim Montgomery column
August 29, 1963

Racial discrimination in employment was singled out Wednesday as one of a complex set of forces which, together, are costing the American people more than $30 billion a year in personal income, most of it in the Southeast.

Ironically, it was not in Washington or at a civil rights forum that this estimate of economic loss was cited. . . .

An Atlanta economist presented the calculation in a rather more academic setting in Minneapolis. . . .

Dr. Joseph Airov, associate professor of economics at Emory University, was referring to the regional differences in per capita income in which the Southeast ranks hindmost among the eight major regions of the United States.

Statement of Under Secretary of Labor John F. Henning, before Senate Subcommittee on Employment and Manpower
July 24, 1963

The unemployment rate for nonwhites as a whole is today over twice as high as for whites—in May, 10.3 per cent compared with 5.0 per cent. Among married men with family responsibilities, the difference is even wider, 8 per cent compared with 3 per cent.

NEW YORK *TIMES*
July 10, 1963

New Orleans—Several witnesses at a civil rights hearing here testified today that industry in the South was penalizing itself when it discriminated against Negroes.

Because of this discrimination, they said, the brighter and better-educated young Negroes migrate to the North and never return. This often leaves unfilled jobs for which they could qualify and discourages establishment of new industry for lack of skilled workers, they added.

About 750 of the brighter Negro boys of New Orleans go to school at St. Augustine's. Father Messina [Rev. Joseph Messina, counselor at the school] said 60 per cent of the school's graduates go North to complete their education and only 10 per cent of them return. These are largely in the educational field. . . .

Mr. Kerns [J. Harvey Kerns, executive director of the Urban League of Greater New Orleans] charged that although the Southern Bell Telephone Company had been advertising in New Orleans for months for telephone operators and other specialized workers, it had turned down all Negro applicants. . . .

Representatives of the Boeing Company and of Kaiser Aluminum, both of which have national policies of equal opportunity in employment, said they had found difficulty finding skilled Negro help here.

NEITHER BLACK NOR WHITE
Wilma Dykeman and James Stokely
Rinehart & Company, Inc.
1957, p. 124, quoting Nashville *Tennessean* of April, 1957

One of the most shocking and challenging problems to the state of Tennessee is the continuing and costly loss of its young people.

In a survey conducted by a reporter for this newspaper, it was found that the state is losing an estimated 20,000 young persons a year, wasting an estimated $200 million invested in them because of inability to provide jobs for them.

NEW ORLEANS *STATES-ITEM*
April 6, 1964

Secretary of Health, Education and Welfare Anthony J. Celebrezze said in New Orleans today Louisiana's refusal to accept federal manpower retraining aid may have caused 25 per cent of the jobs in the Michoud rocket plant to go to out-of-staters.

Celebrezze, in the city to address a labor convention, declared that all other states are receiving the aid.

The HEW secretary said he understood that 50 per cent of the 10,000 employees at the Saturn rocket plant were imported from other states and he guessed that half of these could have been drawn from local surplus labor if the proper training was available.

Federal officials told Louisiana last year the state was losing $1,088,000 by refusal to sign an agreement for funds under the Federal Manpower Development and Training Act.

Celebrezze, at a press conference in the Royal Orleans Hotel, said Louisiana never has given a reason for its failure to participate, but he said he had a hunch it had to do with integration.

The funds, under the act, would not be available to segregated facilities.

A Study of the Economic Loss to New Orleans Caused by Migration of College-Educated Negroes, by T. Earl Sullenger, Ph.D.

. . . In brief, we conclude that the City of New Orleans is sustaining an annual economic loss of over 4-8 Million Dollars as the result of the migration of its college-educated Negroes.

WASHINGTON *POST*
June 5, 1963

Richmond (AP)—The Federal Government has under consideration a vocational education program for school-less Prince Edward [Virginia] County Negro children and is awaiting results of a survey to determine what other programs might be needed. . . .

The survey, being conducted by a Michigan State University research team under a $75,000 Federal grant, will provide basic information . . . to determine what other educational programs might be needed in the County.

Prince Edward closed its public schools in 1959 to avoid court-ordered desegregation. Since then white children have attended private, segregated schools. About 500 of the County's 1,600 Negro school-age children have been attending classes outside the County but the remainder have had no formal education in the past four school years.

WASHINGTON *POST*
Marquis Childs column,
May 28, 1963

[Commissioner of Education Francis Keppel] . . . wanted the committee [the House Subcommittee on Education] to approve $5 million for the next fiscal year for grants to the states to carry out, under state

approval, programs in reading and writing for those who cannot read or write English or have less than an eighth grade education. . . .

Of the white population 25 years and older 6.7 per cent have completed less than five years of school. The percentage for the Negro population is 23.5. This is one measure of separate but unequal as it has prevailed in many parts of the country.

In Mississippi and Georgia nearly 40 per cent of the Negro population has had less than five years of school. For Texas, the figure is 23.6. In Missouri, it is 17.2. Illinois is 13.8 and New York 11.8.

ATLANTA *CONSTITUTION*
February 20, 1964
(Reprinting an article which appeared in the Milwaukee *JOURNAL*

In Georgia the median income to support each individual white person is $2,470, each Negro $927. White unemployment is 3.7 per cent, Negro 6 per cent. Weltner [Representative Charles L. Weltner, D. Ga.] estimated that if even the employed Negroes in Georgia earned at the white median rate they would add a half billion dollars a year to the state economy—instead of loading it with relief costs.

BUSINESS WEEK
September 28, 1963

Such an atmosphere is a serious problem for companies that need to hire executives and highly trained workers. Rust Engineering Co., for example, employs some 400 people, mostly graduate engineers, in Birmingham. George M. Rust, executive vice-president, says flatly that his company can't attract the trained engineers it needs. He pins the blame directly on the racial troubles.

"Periodically we run help-wanted ads in newspapers around the country," Rust explains. "We generally get 10 to 15 responses to each ad. About the time of the demonstrations last May we ran 10 ads from which we got just two answers." He goes on: "One highly skilled man we needed badly put us off because he wanted to see how the racial situation developed. Finally he decided not to come."

from a statement on the "Economic Costs of Racial Discrimination" presented to the Joint Economic Committee of Congress, September 1962, by the Council of Economic Advisers

. . . The elimination of discrimination [in employment] would have an impact on the distribution of income among whites. Wage and salary incomes of whites in the lower paid occupations (with higher proportions of non-whites) would tend to rise while the opposite would be true in the higher income occupations. Thus the low income white population would also benefit and a more equal income distribution among whites would result.

The Price We Pay...
In Legal Costs

WASHINGTON POST
Editorial, May 6, 1964

"... no State can directly dictate or casually promote a distinction in the treatment of persons solely on the basis of their color." The principle is now so explicit a fixture of constitutional law that it must astonish laymen to see Virginia's Attorney General waste the taxpayers' money contesting the point. Judge Bryan enunciated it again in Alexandria, ordering the state to discontinue its practice of segregating the voting and property tax records by citizens' race.

ATLANTA *DAILY WORLD*
September 21, 1963

Savannah, Ga. (UPI)—About 250 Negroes awaiting trial in connection with recent sit-in demonstrations here asked for separate jury trials Wednesday. . . .

Solicitor General Andrew J. Ryan, Jr., estimated that, if the Negroes went ahead with their plan, it would take a year and a half to complete the 250 trials. According to Georgia law, any person accused of either a misdemeanor or a felony has the right to demand a jury trial.

Section 59-120
GEORGIA CODE

. . . The first grand jury impaneled at the fall term of the superior courts of the several counties shall fix the compensation of jurors and court bailiffs for the next succeeding year, such compensations not to exceed $3 per diem. . . .

390 weekdays (in 18 months) X $12 per day ($1 per juror per day minimum) = $4,680

CHARLOTTE OBSERVER
August 24, 1963

Greensboro (AP)—Solicitor L. Herbin, Jr., said Friday that if all 183 defendants charged with obstructing a street here without a permit June 6 pleaded not guilty he would plan a single trial for them in Superior Court Monday.

A single trial, he estimated would save Guilford County and the state more than $25,000. He based the figure on an estimated cost of $30 a minute for court operation. . . .

"If we were to try these cases individually, it would take about half a year. . . ."

ATLANTA *CONSTITUTION*
May 15, 1964

Perry [Ga.]—A fight between white persons and Negroes at a drinking fountain outside the Superior Courtroom in the Houston County courthouse Thursday brought about a mistrial in a case. . . .

Investigators and witnesses said the fight developed when a Negro drank from the white drinking fountain. . . .

As soon as order was restored, Judge Howell Bell declared a mistrial and released the jury.

NORFOLK *JOURNAL AND GUIDE*
November 30, 1963

Thus the long legal battle against school integration, the costs of which haven't yet been fully determined, and the continuing Prince Edward County court battle, all costly to the State, are draining off tax dollars which could and should be used for education and public works construction.

RICHMOND *NEWS LEADER*
October 29, 1963

The Powhatan county school board has been ordered [by Federal District Judge John D. Butzner, Jr.] to pay $2,100 in fees to the two Negro attorneys who successfully opposed the county's segregated school policy.

A Report of the Arkansas Advisory Committee to the United States Commission on Civil Rights, September 1963

The Little Rock School District, for example, had desegregation litigation from 1956 through 1962 resulting in at least 23 reported decisions by courts of record. During that period, legal fees paid by the district totaled $95,796.37, of which an estimated 75 percent is attributable to the legal position of the school board in opposition to desegregation.

Remarks of Senator Paul H. Douglas in the *CONGRESSIONAL RECORD*
April 3, 1964, p. 6613

A single trial in a district court—with normal attendant motions, discovery procedures, and so forth—with one appeal to the circuit court and an application for certiorari to the Supreme Court, costs from $15,000 to $18,000. I refer to a letter from Gordon Tiffany, staff director, Commission on Civil Rights, dated January 29, 1960 and published at 106 *Congressional Record* 3663-3364.

JACKSON *DAILY NEWS*
February 9, 1964

. . . During the past several years, the city of Jackson has been subjected to various court actions, in addition to pursuing a steady course of prosecuting racial demonstrators and others charged with public breach of city ordinances.

This activity has grown to such proportions that it overshadows most of the city's ordinary run of business, has caused the expenditure of a formidable [amount] of money.

NEW YORK *TIMES*
April 7, 1964

Washington (AP)—The Supreme Court rejected today a request by L. B. Sullivan, a city commissioner of Montgomery, Ala., for apportionment of costs in the case in which the court overturned a $500,000 libel judgment he won against the New York Times. . . .

Mr. Sullivan, in a motion filed with the Supreme Court, asked for "apportionment of printing costs and fees," that is, a division of the costs between him and the Times.

The Court routinely assesses such amounts against the loser, and a brief court order today rejected Mr. Sullivan's motion without comment.

The Office of the Supreme Court estimated the costs at about $13,000.

NEW YORK TIMES
April 23, 1964

(UPI)—A Federal judge ordered all public facilities in Gadsden, Ala., permanently desegregated today . . .

District Judge H. H. Grooms issued the ruling on an omnibus integration suit filed by Gadsden Negroes . . .

The defendants also were ordered to pay all court costs.

The Price We Pay...

In Education

In Loss of and Inability to Attract Faculty, Students, and Research

WALL STREET JOURNAL
September 19, 1963

Birmingham—. . . "The racial situation has kept some people from joining our faculty, even though we offered them a greater opportunity than anyone else," says Dr. S. Richardson Hill, dean of the University of Alabama Medical Center here. "One doctor had already decided this was the best place for him. But after he talked it over with his family he decided against it." . . .

JACKSON DAILY NEWS
August 16, 1963

Oxford (AP)—The University of Mississippi—which ends its most difficult year Sunday with graduation of James H. Meredith—is losing more than 20 per cent of its faculty. . . .

An Associated Press survey shows that 54 faculty members listed in the 1962-63 university catalog will not return for the fall term which begins next month. . . .

He [university chancellor Dr. J. D. Williams] said the normal turnover among his teachers in past years has been 10 per cent. . . .

Before Meredith enrolled . . . most of the faculty turnover had been instructors and assistant professors—the two lowest grades.

But now there are 11 faculty members with rank of full professor and 17 associate professors leaving. . . .

Among those are two department chairmen, Dr. Samuel F. Clark of chemistry and Dr. William H. Willis of classics. . . .

Dr. Clark in an interview, said:

"My decision to leave Ole Miss, an institution for which I have felt and still feel a deep affection, stemmed from the serious loss of academic freedom to faculty and students of the university and to the breakdown of moral and professional responsibility on the part of the university's administrative officers."

Both Dr. Clark and Dr. Willis have been department heads since 1947. . . .

The entire three-man philosophy department is leaving. Seven of the 12 full-time chemistry teachers will not return.

The art department loses three of its five professors; classics two of four; physics three of seven; mathematics four of 10.

from testimony by Undersecretary of Commerce, Franklin D. Roosevelt, Jr. July 23, 1963

. . . In Little Rock, although racial unrest was sparked by school desegregation, protests over segregated public accommodations further inflamed the environment. Under these conditions, recruitment of technical people became extremely difficult. According to the provost for medical affairs of the University of Arkansas . . . "the Medical Center has had its faculty recruitment program brought to a virtual standstill. So many of the persons we approach and invite to join the faculty are diverted by the events that have been taking place in the community."

***BUSINESS WEEK* February 29, 1964**

. . . Said Dr. Willis Tate, president of Southern Methodist University in Dallas: "One of the first questions asked by a talented professor who is invited to teach at a Southern University is: 'Is your university fully integrated?' This question today has become very important to an educator, more so than it has ever been. It has become part of his moral code, the fiber of his integrity."

NEW YORK *TIMES* June 9, 1963

Oxford, Miss.—Although two Negro students were registered quietly at the University of Mississippi this week, the aftermath of last fall's rioting still plagues the school.

The number of new students who applied by June 1 for the fall term totals 884, 30 per cent below last year's total of 1,264, according to the figures compiled by the registrar's office.

The biggest decrease has been in the number of out-of-state students.

NASHVILLE *TENNESSEAN* September 27, 1963

Oxford, Miss. (AP)—Four dormitories at the university of Mississippi are being closed for lack of students, university authorities announced yesterday.

ATLANTA *CONSTITUTION* Ralph McGill column, August 27, 1963

The crisis is, Dr. Willard [Dr. Willam R. Willard, vice president of the Medical Center, University of Kentucky] finds, clearly delineated. There is a sharp decline in the number and quality of applicants to medical schools. Dr. Willard names no institutions. But the schools described in Group One, where research and experiments are conducted, are, the report says, "not handicapped by sponsorship which restricts admission of students by race, creed or color as in some Group Two schools." The marginal schools, and those most burdened, are, therefore, in the South. . . .

In 1960-61 the ten schools in Group One averaged $11.3 million [in expenditures] per school. Group Two averaged $1.7 million. Federal grants for research naturally—and properly—went largely to the Group One institutions.

***BUSINESS WEEK* February 29, 1964**

A Houston jury in a state civil court last week O.K.'d a move by the trustees of Rice University to break away from two stipulations of the institution's founder [not to charge tuition and not to admit Negroes]. . . .

In Rice's case, more than 88% of the school's $5.9 millions worth of

research contracts are government supported. . . . Whether or not Congress adopts a strong civil rights law, it is clear that federal agencies are under pressure to put their money, where possible, in integrated colleges. . . .

In the light of such statistics, Rice trustees could see no future for their university, regardless of its recognized scientific stature in Texas, unless a court would allow them to bypass the two conditions of the University's charter. . . .

Particularly, they [the trustees] said, continued exclusion of Negroes would cripple Rice's ability to attract a top-grade faculty as well as carry forward its research effort.

The Price We Pay...

In Capital Investment

JACKSON *DAILY NEWS*
February 27, 1964

Millsaps College reaffirmed its segregation policy in a statement in the current edition of the Methodist Advocate. . . .

"This is evidenced by the fact that the board has determined privately to finance the building of badly needed additional dormitory space on the campus," said the statement, "rather than by the acceptance of a one-million dollar loan from the housing and home finance agency."

WASHINGTON *POST*
September 18, 1963

Annapolis (AP)—Gov. Tawes said today Cambridge must settle its racial problems if it is to have any chance as a site for a proposed Eastern Shore branch of the University of Maryland.

"With the continuance of conditions that exist in Cambridge, I would have no great desire to agree to establishment of a (university) branch there," he told a news conference. "It would be unwise." . . .

He noted that the bill authorizing $100,000 for planning a university branch or branches does not become effective until next June.

BATON ROUGE *STATE TIMES*
June 12, 1963

Jackson, Miss. (AP)—The State Building Commission is studying a recommendation by the State College Board that $3 million in state bonds be issued to finance dormitory construction at six institutions of higher learning.

The recommendation made by the board falls under a new program designed to circumvent racial discrimination rulings imposed by federal agencies.

In the past the state has borrowed federal money to finance such construction.

NEW YORK *TIMES*
June 9, 1963

The university's [of Mississippi] plight has been underscored in another area. In recent years, the university has financed new dormitory building costing $8,000,000 with funds from the Federal Housing and Home Finance Agency.

When President John Kennedy last November signed an Executive Order forbidding discrimination in Federally assisted housing, the Mississippi Legislature ordered an end to future agreements between the agency and the university.

University officials say they will now have to seek state bond issues for dormitory construction. Because the lending rates will not be as favorable as the Federal rate has been, an increase in room rent is expected.

ROANOKE *TIMES*
June 19, 1963

Richmond (AP)—The Virginia Public School Authority accepted Tuesday a long interest bid of 2.9346 per cent for its initial issue of $15 million in bonds to aid local school construction. . . .

Dave Ellenwood, a Moody's Investors Service representative serving as authority adviser, said the low bid was "not quite as favorable as hoped for" but still "a very fair value."

Ellenwood said recent news of racial disturbances "from the southern part of the country had tended to upset some buyers in the market for southern bonds."

NEW YORK *TIMES*
June 20, 1963

. . . Several municipal bond dealers, particularly those in the secondary market, have said that they are "not going out of our way to stock bonds issued by communities that are in the headlines."

The Price We Pay...

Through School Closing and Boycotts

ATLANTA *JOURNAL-CONSTITUTION*
April 14, 1963

. . . New president of the statewide organization of civic and professional leadership is Jack Reed, merchant of Tupelo who during the midst of Negro James Meredith-Ole Miss desegregation crisis said Mississippi would suffer economic catastrophe if schools were closed in the face of desegregation efforts. . . .

ATLANTA *DAILY WORLD*
February 19, 1964

The House Tuesday authorized Laurens County [Georgia] to sell its controversial Brewton School, near Dublin, which white residents refused to use because it was too close to a small Negro neighborhood.

Since its erection at a cost of $300,000 in 1957 the complex of buildings has been wrecked by vandals and despoiled by weather.

MONTGOMERY *ADVERTISER*
February 4, 1963

. . . Tuskegee High School was closed last Friday on orders from the State Board of Education, of which Governor George Wallace is ex-officio chairman.

School authorities in Tuskegee said it was costing about $450 a month for each pupil to keep Tuskegee High School open; compared with a statewide average of less than $300 a pupil per year.

BIRMINGHAM *NEWS*
February 11, 1964

Montgomery—. . . Speaking at a press conference, the governor [George C. Wallace] said his office will offer "all it can to help" enroll white Macon County students in schools of surrounding counties.

"The governor's office will spend whatever money we have to help," he said, adding that money will come from the mansion fund and other funds.

Wallace asked financial aid to the private Macon Academy at Tuskegee from the people of Alabama. The school was opened after Tuskegee High was desegregated last fall.

BIRMINGHAM *NEWS*
February 23, 1964

(AP) . . . Some 432 pupils walked out of high school at Tuskegee, Notasulga and Shorter, refusing to attend class with Negroes. That will leave a big dent in the county's school budget because the state's money is allocated according to the student population.

. . . in September, the county [Macon] will receive something like $75,000 less than it did this school year. Actually, the cutback will be somewhat greater when the loss in transportation money is figured. . . .

The loss of the state funds won't necessarily mean the Macon County Board must close any schools. It could cut out some of the services countywide instead.

Or it could make up the difference from local sources of revenue. But in a small rural county like Macon, that's difficult.

ARKANSAS *GAZETTE*
Editorial, February 7, 1964

If Macon County chooses to take the private school route, it would probably be too much to hope that the county officialdom would call on Little Rock for some expert testimony on the miserable, costly experience that would lie ahead.

MONTGOMERY *ADVERTISER*
February 5, 1964

Tuskegee (AP)—Three barns were burned on the farm of Macon County School board member Don Mercer Davis Tuesday night, and authorities said it was a case of obvious arson. . . .

The burnings follow cross burnings at the homes of three of the school board Sunday night.

MONTGOMERY *ADVERTISER*
February 6, 1964

Tuskegee (AP)—The water filter plant at nearby Notasulga burned Wednesday night and Mayor James Rhea said it has caused an acute water shortage. He asked that all schools in the town be closed.

Among the schools to be closed is the high school where federal court has ordered six Negro students admitted.

No cause of the fire was determined, but Rhea said, "it looks suspicious."

ATLANTA *JOURNAL-CONSTITUTION*
April 19, 1964

Notasulga, Ala. (AP)—Fire destroyed the recently desegregated Macon County High School early Saturday and investigators said there were indications that it may have been started by an arsonist. . . .

There was no immediate estimate of the damage.*

*[*According to the* Alabama Educational Directory, *1962-63, there are 10 school plants in Macon County. According to the* Annual Report, *1962, of the Alabama Department of Education, the total assessed valuation of school warrants for Macon County properties was $12,956,890. If the Macon County High School plant alone (without consideration of interior equipment such as books and laboratory supplies) were estimated at one-tenth of the total value of the county's plants, and this would seem a low estimate since four of the ten schools are elementary schools, then its assessed valuation could be well over $1,250,000*].

The Price We Pay...

Through Tuition Grants

Several southern states have attempted through various schemes to avoid or mitigate desegregation of schools by providing grants from state funds to students for tuition at private schools. To illustrate, Virginia in 1959 legislated to provide such scholarships of up to $250 (elementary school child) and $275 (high school child) per student.

Following are some of the results of this and similar state actions in Louisiana, South Carolina, and Alabama, as well as some estimates of the costs in the four states most seriously affected.

In Virginia . . .

WASHINGTON *POST*
November 13, 1963

Roanoke (AP)—Roanoke School Superintendent E. W. Rushton attacked the tuition grant program last night in some of the strongest terms yet from an educator.

The cost rise is "alarming" . . . said Rushton. . . .

He said money has been laid out for the grants year after year while

spending has been cut for teachers' salaries, school plant maintenance and operation. . . .

For every child who gets a grant, the city loses more money—an average of $100 in the State support allocated on the basis of children in average daily attendance. . . .

School board Business Manager A. F. Fisher estimated today that the total cost of the program to date thus exceeds $225,000, or about the cost of a new eight-room elementary school. . . .

Virginia taxpayers spent $2,252,995 for 9489 grants in 1962-63.

ROANOKE *TIMES*
Editorial, January 22, 1964

. . . For the biennium of 1964-66, the sum of $1,200,000 is set aside for paying the state's share of grants . . .

In South Carolina . . .

MONTGOMERY *ADVERTISER*
March 22, 1964

In South Carolina the legislature included a provision in this year's general appropriations bill for $250,000 that will finance private education for pupils in Charleston who are dissatisfied with integrated schools.

CHARLESTON *NEWS AND COURIER*
January 11, 1964

Columbia (AP)—. . . But if federal court orders on integration of schools begin ranging more widely than just in the Charleston area, $250,000 would be only a drop in the bucket.

In Louisiana . . .
the bill of . . .

PAR ANALYSIS
No. 113, October, 1963
Public Affairs Research
Council of Louisiana, Inc.

In the current school term, 10,136 children have been approved to receive grants that will total $3.6 million.

consists of . . .

The $360 grant paid by the state to a child attending a private school is considerably more than the average amount of state money spent on each child attending public elementary and secondary schools in fiscal 1962-63.

and is paid by . . .

In the second extra session of 1961, the legislature transferred $2.5 million from the public welfare fund to a new fund, the education expense grant fund, in order to carry out the grant-in-aid program. It further provided that $200,000 per month was to be paid into the new fund out of the first money collected from the state's sales tax. . . . The 1962 legislature then transferred $4 million out of the fund to assist in meeting the state's deficit. . . . The $200,000 sales tax dedication was continued; however, in the 1963 fiscal session of the legislature this sum was raised to $300,000 per month by Act 27.

In Alabama . . .

MONTGOMERY *ADVERTISER*
February 5,1964

The State Board of Education Tuesday authorized financial aid to parents of Tuskegee High School students to enable them to attend private segregated schools. . . .

State School Superintendent Auston Meadows said . . . it would be sometime before he could determine how much money would go to the parents for each child. The law specifies that the amount cannot exceed what was previously spent in providing a public education for the student.†

ANNUAL REPORT
1962 Alabama State Board of Education

†CURRENT EXPENSES PER PUPIL IN A.D.A. (AVERAGE DAILY ATTENDANCE)	COUNTIES WHITE	COUNTIES NEGRO
	$198.68	$177.76

The Price We Pay...

In Duplication of Resources

MONTGOMERY *ADVERTISER*
February 19, 1964

(AP)—For almost 20 years, Alabama has provided out-of-state aid for college students seeking instruction not available to them in this state.

Many Negroes have taken advantage of the program to get specialized instruction when they were barred from Alabama's white colleges and universities.

Under the program started in 1945, Alabama pays the difference in tuition plus transportation and up to $110 a month for living expenses.

WALL STREET JOURNAL
September 3, 1963

Fort Rucker, Ala.—When school bells ring this morning, some 1,200 white and Negro children will file into a spanking new $1,038,000 school house built on the base here by Uncle Sam this summer for the sake of integration.

Meanwhile, a few hundred yards away from the camp gates, a segregated public school, also costing $1 million and financed with Federal funds, will remain two-thirds empty. Most of its white students have been transferred to the Army school, in company with a handful of Negro military dependents that previously attended a local all-colored school. At most, it's estimated only 30 Negro pupils at Fort Rucker will be enrolled in the new integrated school on post.

Report of the Arkansas Advisory Committee to the United States Commission on Civil Rights, September, 1963

The varied costs of maintaining segregated schools are large and growing larger; the heaviest burden rests on Negro children, but the drain on the monetary resources of the entire community is increasingly severe. . . .

Handicapped by lower income and a higher educational load than the

rest of the United States, Arkansas, in common with the rest of the South, has gained little in relation to national education standards. In 1961, Arkansas spent $57.48 per capita on its public schools, $3.29 below Mississippi, and last in the Nation.

ATLANTA *JOURNAL*
July 9, 1963

Atlanta School Board Member Mrs. Ray Mitchell has accused the city of "spending millions of dollars unnecessarily to keep schools segregated when segregation, by law, may be past history at any time." . . .

". . . Empty seats" at predominantly white schools could help further to relieve crowded conditions in Negro schools, she continued.

Mrs. Mitchell also argued unsuccessfully against a board plan to build an entirely new school to lighten the load at crowded Howard High. She said she could "not go along" with an expenditure of about $2 million on a new building when existing space in other schools is already available.

While on the Other Hand . . .

CHARLESTON (W. VA.) *GAZETTE*
April 18, 1964

. . . West Virginia has made a good beginning in school desegregation. . . .

Segregation simply costs too much—both in taxes and in the psycological damage it does primarily to Negroes, but also to whites who are forced to grow up learning to fear or hate human beings they don't even know.

Report of the Arkansas Advisory Committee to the United States Commission on Civil Rights, September, 1963

The cost of interdistrict transportation of Negro children to servicing schools clearly exceeds what the cost of educating such children in desegrated resident districts would be. . . . State-wide per pupil cost averages from $149 to $225 per year. In a segregated district in western Arkansas, $4,500 is spent annually for sending 14 Negro high school students to another district, a per pupil average of $321. In one district, 15 students in both elementary and secondary schools had been sent to another district at an annual cost of $6,000, or $400 per pupil. This latter district has desegregated, and it is a source of some public pride that the savings are being put into a public school music department that the district long lacked.

WASHINGTON *POST*
November 25, 1963

. . . Applauding the School Board's decision [to close the all-Negro high school] County Board Chairman Thomas W. Richards said yesterday:

"The Board is pleased that, for the first time, all Negro senior high school children in Arlington will have an equal educational opportunity and that this will be accomplished at a great savings to the taxpayer."

LOUISVILLE *COURIER-JOURNAL*
September 22, 1963

Paris, Ky.—. . . For six months before the high school [Bourbon County] integrated in 1961, a biracial committee prepared an acceptable climate of public opinion. . . .

Not the least effective argument was the hard fact that maintaining two systems was a needless waste, costing $33,000 a year.

The Price We Pay...

In Culture, Entertainment and Sports

Art . . .

NEW YORK *TIMES*
August 22, 1962

The Museum of Modern Art has barred its circulating exhibitions of paintings, sculpture and photographs from display before segregated groups.

One fourth of the exhibitions . . . visit the South.

This rule, which applies also to rentals from the museum's extensive library of motion pictures, was instituted recently in the hope that other museums would follow suit.

Opera and Theater . . .

ATLANTA *CONSTITUTION*
Bruce Galphin column,
May 16, 1964

A few years ago, when soprano Leontyne Price was first creating such a sensation at the Metropolitan Opera in New York, one of the Met executives was asked when Atlantans could see and hear her.

"When she can ride in an unsegregated taxi from the airport, and stay in an unsegregated hotel and eat in an unsegregated restaurant," he replied. . . . [Miss Price sang with the Metropolitan during its 1964 season in Atlanta.]

How much Americans have cheated themselves in the past by denying themselves the Leontyne Prices. How much poorer we have been for cutting off the potential contributions of so many millions of people. How sad and curious it will seem to those who read the history of our days that we even set up elaborate barriers of custom and law to deny ourselves these gifts.

NEW YORK *TIMES*
August 22, 1962

. . . The museum is the third major cultural organization to act against segregation. Last year the Metropolitan Opera decided that it would no longer play before segregated audiences during its spring tours and this year the Actors Equity Association ruled that its members should not be required to perform in segregated theaters.

Night Clubs . . .

ATLANTA *CONSTITUTION*
June 11, 1963

New York (AP)—The American Guild of Variety Artists voted in convention Monday for an immediate national boycott of entertainment centers that racially segregate either customers or employees. . . .

The resolution continued:

"AGVA will advocate the non-appearance of AGVA members in any hotels, clubs or place of entertainment where such a policy of segregation exists."

Baseball . . .

ATLANTA *JOURNAL-CONSTITUTION*
October 20, 1963

. . . The Boston Red Sox and the Pittsburgh Pirates have been asked by the Florida National Association for the Advancement of Colored People to reconsider plans to locate baseball farm clubs at Ocala and Palatka. The NAACP said both cities lack integrated facilities.

Football . . .

HOUSTON *POST*
August 20, 1963

Four Negro stars of the Oakland Raiders [professional football] say they won't play Friday night in Mobile, Ala. against the New York Jets if seating in the stadium is segregated.

Prizefight . . .

NEW ORLEANS *TIMES-PICAYUNE*
February 25, 1964

Both Loew's State and the Saenger theaters announced Monday that they are cancelling the telecast of the Sonny Liston-Cassius Clay heavyweight fight Tuesday night.

Earlier Monday, Liston said he would not stand for piping a telecast of his title defense, in Miami Beach, into any theater that had racially segregated seating.

Playright . . .

ATLANTA *JOURNAL*
April 4, 1963

Irish playwright Brendan Behan has cancelled a scheduled visit here Friday for a performance of one of his plays because of a news item he said he read in New York about police mistreatment of Negro comedian Dick Gregory in Mississippi.

Frank Wittow, director of the Academy Theater here, said . . . he [Behan] refused to come South.

"We were looking forward to seeing and working with Behan," Mr. Wittow said. "Unfortunately, we are all identified with the crude actions in Mississippi. This is a case of everybody suffering."

Literary Festival . . .

MEMPHIS *COMMERCIAL APPEAL*
April 9, 1964

Many months ago, the Southern Literary Festival, an association of 27 colleges and universities from South Carolina to Texas, made contracts with Prof. Walter Allen of Vassar College, Prof. John Gassner of Yale University, and Stephen Spender, English poet, to speak for festival ses-

sions at Mississippi State College for Women at Columbus, April 23-25.

Three weeks before the festival date, all three wrote to Dr. George T. Buckley, president of the association, cancelling their contracts, all for the same reason, that Mississippi State College for Women does not admit Negroes."

State Parks . . .

CHARLESTON *NEWS AND COURIER*
April 23, 1964

Annual maintenance costs for Edisto Beach State Park, padlocked for eight years to avoid racial integration, constitute "a waste of money," the chairman of the State Forestry Commission said last night. . . .

Edisto Beach Park will be the only one of 26 state parks to remain closed next month. The other 25 are re-opening on a restricted racially integrated basis under terms of a new state parks act passed last week by the General Assembly. . . .

However, its mothball status is costing taxpayers $6,525 a year to pay a caretaker-superintendent and to paint and repair park cabins that will never be occupied. . . .

A state estimate is that it would require an outlay of $35,000 to get the park back into sufficiently good shape to reopen for visitors.

Auditorium . . .

SOUTHERN SCHOOL NEWS
September, 1962

A proposed large bond issue failed in Atlanta, and Mayor Ivan Allen, Jr., said the segregation issue was one of the reasons for the failure. A bond issue for new schools was barely defeated, but bonds for a cultural center lost by a big margin. Allen said the segregation issue had been "falsely injected" into the cultural center debate.

Music . . .

REDBOOK
"Little Rock—Five Years Later"
Gerald Walker
November, 1962

. . . When Duke Ellington was to appear there [Little Rock, Ark., city auditorium] last year, seating was announced to be on a segregated basis, whereupon the band leader cancelled his booking.

TIME
March 20, 1964

. . . Conductors George Szell, Leonard Bernstein and Erich Leinsdorf all announced that they would not appear before segregated audiences, and they were joined by such performers as Rise Stevens, Leon Fleisher, Jaime Laredo and Julius Katchen. Artur Rubenstein declared that such a stand is "a right and natural step."

Segregation remains the general rule for concert audiences in Mississippi and Alabama; elsewhere it is accomplished more discreetly. . . . Sol Hurok, with his huge stable of artists, has had a similar policy [refusal to appear before segregated audiences] for a decade. At week's end the new musical boycott of the Deep South was endorsed by Vladimir Horowitz.

Blackout in Mississippi . . .

DELTA DEMOCRAT-TIMES
(Greenville, Miss.)
January 29, 1964

Jackson (UPI)—[James] Webb, administrator of the National Aeronautics and Space Administration, was to have given the principal address at a banquet honoring members of the Mississippi Legislature.

But a few hours before the event, Webb sent word he did not endorse segregation, and would not appear.

JACKSON DAILY NEWS
January 23, 1964

Television's Cartwright family of the "Bonanza" series exhibited a solid front Tuesday when Lorne Green and Michael Landon joined their co-star Dan Blocker in cancelling a scheduled appearance in Jackson because they refused to appear before a segregated audience.

BIRMINGHAM NEWS
January 26, 1964

Jackson (AP)—Jazz trumpeter Al Hirt and his band failed to play Saturday night after he was asked by an integration group not to appear at the segregated coliseum.

COMMONWEALTH
(Greenwood, Miss.)
February 20, 1964

Jackson, Miss. (AP)—Another performer has passed up an appearance here following a protest by a civil rights group.

Concert pianist Gary Graffman will not appear for a Community Concert series at the Jackson Auditorium on February 27 because of segregated arrangements.

NEW YORK TIMES
April 10, 1964

A campaign to desegregate concerts in the South received significant backing yesterday when a major concert management organization indicated that it would no longer offer its artists to perform in Jackson, Miss., at least until racial tensions there are eased. . . .

Kurt Weinhold, president of Columbia Artists Management, Inc., said . . . he had not suggested any replacement for Birgit Nilsson, the soprano, who last week called off a concert on the advice of the National Association for the Advancement of Colored People.

The Price We Pay...

In Tourism and Conventions

NEW ORLEANS *TIMES-PICAYUNE*
September 8, 1962

New Orleans' loss of conventions is hurting business much more in the French Quarter than are District Attorney Jim Garrison's vice raids, a veteran Bourbon Street night club operator believes.

Hyp Guinle, owner of the Famous Door Lounge, said Friday that state laws requiring segregation in hotels are costing night spots the convention trade which is their lifeblood. . . .

"Seymour Weiss tells me he's had five cancellations from conventions this year because he couldn't take one or two colored delegates," said Guinle.

PROVIDENCE (R. I.) *JOURNAL*
May 24, 1963

Bluefield, W. Va. (AP)—The West Virginia Chapter of the National Association for the Advancement of Colored People claimed a victory yesterday when Negro hotels turned away Negroes and forced an American Legion convention out of Bluefield. . . .

The NAACP has been "working hard to get Negroes not to cooperate with the segregated housing plans of the Legion convention," he [Rev. C. Anderson Davis, president of the W. Va. NAACP] said.

The controversy began last month when the West Virginian Hotel, to be convention headquarters, said it would not accept reservations from Negro legionnaires.

NEW YORK *TIMES*
August 22, 1963

Detroit (UPI)—The American Federation of Teachers has turned down a suggestion that its convention in 1963 be held at Bal Harbour, Fla.

Some of the delegates expressed concern over possible racial segregation.

ATLANTA *JOURNAL*
May 24, 1963

Miami Beach (AP) . . . Miami Beach has been named the site of the American Legion's September 6-12 national convention, shifted from New Orleans because of racial problems.

National Commander James Powers . . . said not enough integrated lodgings could be found in New Orleans.

An estimated 50,000 persons will attend the sessions.

Tabulations by Larry Mansfield, Manager, City of Miami Convention Bureau, June, 1963

Assuming that the Miami Beach meeting draws 35,000 delegates for a four-day stay and each one spends $30.00 per day (a national average delegate's expenditure), this will amount to . . . $4,200,000.

From testimony of Undersecretary of Commerce, Franklin D. Roosevelt, Jr. before the Senate Committee on Commerce, July 23, 1963

The business community generally has begun to recognize that the Negro's rising disposable income represents a large and growing portion of the nation's buying power. However, this is far less true in the area of public accommodations.

The table [based on a study published several years ago by the Wharton School of the University of Pennsylvania] shows . . . that Negroes in both the North and South spend much less than whites of the same income class on "Automobile operations" (40 to 60 per cent). This statistic certainly suggests that Negroes are doing considerably less traveling by automobile than white people in the same income group. Since Negroes spent close to the same amount, on the average, for the purchase of automobiles as did whites on the same income level, I believe the absence of suitable facilities along our important North-South highway routes must be the discouraging factor.

***WALL STREET JOURNAL* June 26, 1963**

Tourist travel through Birmingham to points in the South and Southwest "is off at least 25%, maybe more," says Bancroft Timmons, director of the Alabama Automobile Association. "We're getting requests for routings around Birmingham every day. People coming from New York to the Southwest are driving 100 miles out of their way through Arkansas to miss Alabama."

NEW ORLEANS *TIMES-PICAYUNE* September 16, 1963

Toronto (AP)—Canadians should boycott the southern United States as a holiday area in protest of racial segregation, Alan Borovoy, executive secretary of the Ontario Labor Committee for Human Rights, said Sunday.

ATLANTA *JOURNAL* April 27, 1964

Pittsburgh—The Methodist Church's General Conference was told Sunday that the body would meet in Dallas, Tex., in 1968. Atlanta had been a major contender for the meeting until it was eliminated several weeks ago because of segregation in several restaurants and lunch counters as well as inadequate auditorium facilities. . . .

Had Atlanta been selected, the conference would have brought some 14,000 persons to the city for a two-week period.

NEW YORK *TIMES* June 14, 1964

St. Augustine—. . . The city of 15,000 persons derives 80 per cent of its income from tourists. The old Spanish fort, a national monument, is a good indicator of the tourist trade. The National Park Service said the number of visitors to the fort declined almost 45 per cent during the first 10 days of June, compared to the same period last year.

While on the Other Hand . . .

WALL STREET JOURNAL
July 15, 1963

. . . In Dallas, integration of hotels and restaurants has "opened up an entirely new area of convention prospects," according to Ray Bennison, convention manager of the Chamber of Commerce. "This year we've probably added $8 million to $10 million of future bookings because we're integrated," Mr. Bennison says.

DALLAS *MORNING NEWS*
February 12, 1964

Hank Brown, state president of Texas AFL-CIO told the state executive board Tuesday that unions recently caused the integration of the last segregated hotel in Brownsville.

Brown said that while examining Brownsville as a possible site for the union's convention August 10-21, he discovered that a hotel near the convention center was segregated.

When civic leaders faced the prospect of losing $250,000 in convention trade, he said, "the situation was straightened out." Executive board members voted Monday to hold the convention in Brownsville.

WINSTON-SALEM (N. C.)
***JOURNAL*, Editorial**
February 24, 1964

. . . A week or so ago, the National Lutheran Council decided to meet in Charlotte after the New York *Times* reported that eight hotels and motels in that city had been desegregated. Earlier, the council members had discounted Charlotte as a meeting site. The executive director of the council said that "we would prefer (as a matter of principle) not to be in a place where the hotel space was segregated." Thus Charlotte gets a convention that will bring 70 people there for three days.

Last Friday, the North Carolina Association of Broadcasters said that it had cancelled plans to hold its June convention at a motor hotel in Wrightsville Beach because the management refused to provide accommodations for representatives of a member radio station owned by Negroes. Instead, the association will meet at a New Bern hotel.

There will surely be other such instances as more and more organizations desegregate their membership and as the consciences of Americans become increasingly aroused to the need for racial justice. And in time the realities of business may overcome the fears of those who still feel that discrimination pays off.

The Price We Pay...

On a National Scale

For Segregated Housing

ATLANTA *CONSTITUTION*
July 1, 1963

Washington . . . He [Emerson P. Schmidt, chief economist for the U. S. Chamber of Commerce] noted that while there has been no absolute drop in the volume of federally-financed house construction since the anti-discrimination order was issued in November, there has been a drop in the proportion it represents of all new house construction.

THE MORTGAGE BANKER
February, 1964

Not only is the impulse to new home ownership an inevitable expression of the middle class Negro's aspirations and accomplishments, its realization would have a salutary effect on the economy at large.

Recently the Housing and Home Finance agency prepared a series of estimates of the extent to which new construction would be augmented if non-white families were permitted and inclined to participate in the housing market in a manner identical to that of the white families. The calculation for 17 metropolitan areas in the United States indicated that potential demand accumulated among non-white families with incomes between $7,000 and $10,000 a year amounted to 45,000 units, and that demand in all 212 metropolitan areas may be as high as 200,000 units.

This figure represents approximately one-eighth of the total annual volume of new construction and one-sixth of the annual number of new one-family units. Were the backlog to be made up during the remaining portion of the decade of the 1960's, the demand for new construction would be increased by 2 to 3 per cent a year. This could be a welcome addition during a period in which net household formation is expected to taper off.

ATLANTA *CONSTITUTION*
Eugene Patterson column,
December 14, 1963

. . . If backward attitudes prevail, Atlanta can become a predominantly Negro city by 1975.

And since the existing housing squeeze will increasingly drive well-off Negroes as well as whites to homes outside the city limits, in order to make way for city slums to house the poorest Negroes and whites, then the city's tax base will erode and progress will wither.

Then city business will falter, and with it job opportunities, so that the poverty of the city's poor will begin to feed on itself and perpetuate the cycle of decay.

What the city faces, therefore, is not a racial debate but an economic

crisis. Poor whites, trapped in city slums, will be hurt along with poor Negroes. And the well-off whites, along with the well-off Negroes who withdraw into suburbs will find the source of their prosperity—a strong central city—evaporating.

The Price We Pay...

For Federal Troops in Racial Disorders

ATLANTA *CONSTITUTION*
October 3, 1963

Washington (AP)—The call-up of the Alabama National Guard in that state's public school integration crisis last month has cost at least $422,000 so far, the Army said Wednesday.

This figure covers pay and allowances from September 10 to 30.

It does not include operations costs.

NASHVILLE *BANNER*
March 29, 1963

Washington—The Defense Department estimates it has spent at least $4,100,000 maintaining troops at Oxford, Miss., to protect James Meredith. . . .

Defense Secretary Robert McNamara supplied the figure to a House Appropriations subcommittee, for the period ending January 31, at the request of three Southern members. . . .

McNamara pointed out that Defense Department figures were in addition to the cost incurred by the Justice Department.

JACKSON *DAILY NEWS*
April 5, 1963

Washington (AP)—. . . The Justice Department has told Congress its expenses to enforce court orders permitting Negro James H. Meredith to attend the University of Mississippi will run about $559,000 through June 30.

KNOXVILLE *NEWS-SENTINEL*
January 30, 1963

. . . Federal costs in the operation has exceeded $4,500,000 and it is costing an additional $4,500 a day for the 300 troops still stationed at Oxford, Miss. . . .

ARKANSAS *GAZETTE*
February 20, 1963

Washington (AP)—The damage that heavy military aircraft inflicted last fall on the University of Mississippi airport will be repaired by the government, two Mississippi House members said today. . . .

"The damage to the runway alone is estimated to be in excess of $200,000. Additional extensive repairs must be made to restore other airport property to its original condition."

WASHINGTON *POST*
September 11, 1963

For the fourth time in recent years†, the National Guard of a Southern state was called into Federal service during a desegregation dispute yesterday . . .

. . . The 320 Alabama Guardsmen mobilized by Governor George C.

Wallace early yesterday to bar Negro children from entering school in three Alabama cities, withdrew on Department of the Army orders after President Kennedy federalized the entire 17,000-man Alabama Guard. They returned to their armories.

They [Guardsmen] will draw an average of $13.50 a day in Army pay while mustered into Federal service even though not actually on duty —at a cost to the U. S. Government of about $320,000 a day.

†[*Little Rock—1957; Ole Miss—1962; Tuscaloosa—1963; and Birmingham, Tuskegee and Huntsville—September, 1963*].

NEW YORK *TIMES*
May 13, 1964

Washington—The Controller General of the United States has turned down a University of Mississippi claim for $104,545 in damages that followed the admission of James H. Meredith. . .

The university argued that the Federal troops were its tenants. Therefore, it said, the Army should pay the fair rental value of the property it occupied and restore the premises to their original condition.

Controller General Ames Campbell, in refusing the claim altogether, noted that the troops hardly had been invited by the university.

The Price We Pay...

In Gross National Product

From a statement on the "Economic Costs of Racial Discrimination in Employment," presented to the Joint Economic Committee of Congress, by the Council of Economic Advisers September, 1962

. . . If non-whites had the same labor force participation and employment rates as the whites and if they were distributed geographically and occupationally (and thus in terms of wage and salary income) as whites with the same educational attainments—if, in other words, non-whites were able to make the same contribution to production, given their present educational attainment, GNP could be increased by about 1.8 per cent. . . .

Furthermore, the 1.8 per cent estimate relates only to wage and salary income and does not attempt the difficult measurement of the change in the labor component of entrepreneurial income. Gains will occur in the labor productivity of the self-employed adding further to the 1.8 per cent increase in GNP.

The above considerations suggest that the gain in Gross National Product might well be as much as 2.5 per cent (about $13 billion at today's level of GNP). . . .

. . . The shift to full utilization of the present capabilities of the non-white population (and the resultant GNP increase of about 2.5 per cent) would assist significantly in meeting our economic growth objectives in the coming years. . . .

If non-whites had the same educational levels as whites, and if the

economy fully utilized their education, GNP today might be perhaps 3.2 per cent higher (inclusive of the 2.5 per cent estimate reported above). This amounts to about $17 billion at today's levels of GNP.

Speech by Senator Hubert H. Humphrey (D. Minn.) in Pittsburgh March 7, 1964

. . . This [$13 to $17 billion dollars a year cited above in GNP] is more than one-fourth of the money we spend for national defense. It is three times as much as we spend on our space program.

And this loss in income, of course, does not take into account what we pay in higher crime rates, poor health, urban decay, mounting welfare costs and the countless other costs that grow out of discrimination.

When all of these are added, the cost of discrimination becomes astronomical.

BIRMINGHAM *NEWS* Editorial, September 22, 1963

. . . Where there are many Negroes and if Negro income levels are substantially lower than whites—and they are—then the states or the region with so large a number of Negroes suffer by not having all its people able to buy goods or services matching the national level. The more Negroes can buy, the more jobs will be created.

HOUSTON *POST* February 23, 1964

American society robs itself when it refuses equal job and educational opportunities to people because of their race, creed or religion.

That's the feeling of Hobart Taylor, Jr., of Washington, D. C., the executive vice-chairman of the President's Committee on Equal Employment Opportunity.

. . . Taylor prefers to approach the issue of desegregation on economic grounds.

The Gross National Product of the United States, for example, would be increased . . . if job discrimination were ended, he said. The Gross National Product now stands at $600 billion.

"Our economic system needs to be arranged so that everyone strives to his fullest," he said "If he doesn't, the country is that much poorer."

The economic evil about discrimination, he said, is that it makes many feel they cannot rise above a certain level, so they tend to give less than their best.

Taylor said one of the most harmful fallacies in the nation is that there are only a certain number of jobs available for the work force.

The truth is, he says, that as more people are given the opportunity to produce, the more wealth and jobs there are created.

ATLANTA *CONSTITUTION* (from New York *Times* Co. dispatch), July 1, 1963

Washington—The Chief economist for the U. S. Chamber of Commerce fears that "unresolved race relations issues" may hurt some kinds of businesses particularly, and business generally in certain sections of the country. . . .

Entire areas of the country where there is widespread public unrest might also see some temporary drop in business, Schmidt [Dr. Emerson P. Schmidt] indicated.

The Price We Pay...

In Foreign Relations

Letter from W. M. Chase, General Sales Manager, Chase Machinery Company ATLANTA *CONSTITUTION* "Pulse of the Public" column May 20, 1963

Buffalo, N. Y.—I have just returned from a selling trip through the greater and lesser Antilles where for years we have been selling machinery and equipment to these off-shore areas in the Caribbean and the Atlantic.

Both the whites and the blacks now refuse to buy anything American from us even though, personally, I have made many friends for the past many years.

Russia, Japan, Canada and England have their salesmen in these prosperous islands and invariably they talk about how the whites treat the colored people in the United States.

Last year the U. S. Department of Commerce reported exports to these same islands amounted to $180 million but the steamship companies so far this year are noticing that shipments are few.

NEW YORK *HERALD TRIBUNE* June 20, 1963

Washington—Twenty-two ambassadors from African nations got together here yesterday to tell the world what it already knew—that Africa thinks even less of Senator Allen J. Ellender than he thinks of it.

A Louisiana Democrat and ardent segregationist, Senator Ellender likes to go around telling anybody who will listen that Negroes are incapable of self-government. He said it again on television Sunday.

The statement brought the usual reaction. On Monday, Secretary of State Dean Rusk, speaking for an Administration that is up to its neck in racial problems, said the Senator did not speak for the government or for a majority of Americans.

The Africans had heard this before, and were not impressed. They gathered in the Liberian Embassy and issued a communique that said, in part:

"The language used by the Senator was needlessly offensive to our countries with which the United States government has friendly relations . . .

"It is difficult to ignore Sen. Ellender's remarks or to dismiss them as the fully privileged announcement of a private citizen in view of his position as a senior member of Congress and of the Senate Appropriations Committee . . .

"It is a grave disservice to the cause of world peace and understanding for a person occupying a prominent place in the public life of a great nation to provoke a return of the archaic debates on whether ethnic differences can be held to justly a claim of superiority by one race over another. That theory has been proved baseless and its revival is likely to be a source of incalculable mischief."

Last December, while on a taxpayer-financed junket to Africa, Senator Ellender also said Negroes were unable to rule themselves. The remarks received wide publicity all over the continent and caused the State Department considerable embarrassment.

One result was that four countries on the Senator's itinerary refused permission for him to visit.

In March, Senator Ellender held a press conference here in which he said he had no apologies for his views. He called Africans "thinskinned" and appeared still nettled that he had been refused travel rights in four of the nations. He added.

"The Negro in Africa is no different from the Negro in America. The minute you say whites are a little ahead of the Negro it's like shaking a red handkerchief before a fighting bull."

The official policy of the United States, of course, has been to support independence for new African states. It is aiding these countries to the tune of $500 million a year.

WASHINGTON *POST*
August 26, 1963

When Negro and white demonstrators for equal rights converge on Washington this week, an American dilemma will be unveiled in dramatic terms. The vast majority of white Americans (78 per cent) feel that unsolved racial problems here at home cannot be defended in the court of world opinion.

ATLANTA *CONSTITUTION*
Ralph McGill column,
May 23, 1963

Air mail brought cuttings from newspapers in the new African countries showing treatment of the Birmingham riots and bombings within four days after the first brutalities. These mailings—to our State Department, to members of many delegations in the United Nations, and to individuals—have continued. They include photographs.

The result of the madness at Birmingham, and the following statements by Governor Wallace, Bull Conner, and others in political leadership in Alabama and Mississippi, have quite literally paralyzed the foreign relations of this country's representatives in Africa and seriously damaged them elsewhere. . . .

One paper mocks us asking if there is any real difference between the late Adolf Hitler's racist attitudes and those of America's extremists? Again, we are vulnerable.

ATLANTA *CONSTITUTION*
May 28, 1963

Washington (UPI)—Secretary of State Dean Rusk Monday called on Americans to solve racial problems which he said are causing "deep injury" to U. S. foreign policy abroad.

Rusk said that because of remaining U. S. racial barriers, U. S. diplomats must conduct American foreign policy like someone running in a foot race "with one of our legs in a cast." . . .

Rusk said the United States "is now confronted with one of the gravest issues that we have had since 1865 . . . and this issue deeply affects the conduct of our foreign relations."

ATLANTA *JOURNAL-CONSTITUTION*
Ralph McGill column,
June 9, 1963

A Baptist missionary in Nigeria mailed in three cuttings from papers in that country. . . . One was an editorial from "The Times" of Lagos, perhaps the most influential publication in that country.

At the bottom of this cutting the missionary had written, "As a Christian this one was to me, the most tragic article of all. Why, why, don't our people at home know what they are doing to us . . .?"

From address by then Deputy Assistant Secretary of State for Public Affairs, Carl T. Rowan, before the Catholic Interracial Council of Washington, D. C., June 24, 1961, reprinted in *INTERRACIAL REVIEW* October, 1961

. . . Of the nearly 100 diplomatic missions now accredited to Washington, more than half have representatives of Asian or African background. So incidents of discrimination at airports and restaurants and other public places have become a matter of real concern on the part not only of Secretary of State Rusk but of normally intelligent Americans who are concerned about the kind of world in which their children are going to live.

Letter from Mrs. Betty Hakem in ATLANTA *CONSTITUTION* "Pulse of the Public" column November 1, 1963

Atlanta—It happened on Oct. 27, when my husband and I along with another Hindu couple from India went to a downtown restaurant to have our lunch. As soon as we went in we heard the most welcoming words from our American hostess, "Sorry, we cannot serve you." . . .

ATLANTA *JOURNAL*
(From North American Newspaper Alliance dispatch)
July 25, 1963

Paris—Racial tensions in the United States are beginning to produce international repercussions of an unprecedented kind, especially in Western Europe.

As seen from here, the United States for the first time since World War II faces an internal crisis sufficiently serious to deflect its energies from its international responsibilities. . . .

. . . They [Europeans] do not discount the possibilities of the domestic crisis having a sharply debilitating effect on U. S. foreign policy. The comparison increasingly made here is with the Soviet Union's running agricultural crisis and the restrictive influence it undoubtedly has exerted over the years on Russian initiative abroad.

WASHINGTON *POST*
May 25, 1963

Paris—France's new television program, "Seven Days of the World," opened tonight with a 10-minute sequence on the racial conflict in Birmingham, Alabama, which was a model of expert impartial reporting.

If the South...

. . . Per capita incomes in the South did increase from 47 to 64 percent of the non-South's during 1929-48 and have fluctuated at around 68 percent in more recent years. If there is any ground for discouragement, it lies in the fact that the South's per capita income made relatively little further gain on the rest of the nation during 1948-54 and that more recently the intensification of race conflict has raised a serious threat to still further regional economic progress. . . .

If the South could at last take such a fresh, honest, and hard-headed look at the race problem, the gains which would accrue to the region would extend far beyond matters of race. For race has so shackled the Southern mind that it has been incapable of accepting social responsibility for the general welfare or of organizing common efforts for common benefit in other important directions as well.

William H. Nicholls, *Southern Tradition & Regional Progress,* Chapel Hill, 1960

75¢ per copy
Quantity discount on request

SOUTHERN REGIONAL COUNCIL
5 Forsyth Street, N.W.
Atlanta, Georgia

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH
315 Lexington Avenue
New York, New York

Ad hoc Committee for a Freedom Library
1520 North Market St.
Opelousas, La.
July 7,1966

Southern Regional Council
Paperback Book Distribution Project
Room 201, 5 Forsyth St. N.W.
Atlanta, Georgia

Received 7/14/66

Dear Sirs:

St. Landry Parish is an area where books are not insufficient but rather non-existent. There is no public library. A trial library which had been in operation almost a year was voted down by the white voters because it was stigmatized as a "nigger library". The school libraries are painfully inadequate, composed of ante-bellum Southern romances, Booth Tarkington, and "The Way of the Cross".

Under the sponsorship of the Congress on Racial Equality, a group of interested parents has formed an ad hoc committee for a freedom library. A site for the library has been tentatively chosen and letters have been sent to other groups distributing books in disadvantaged areas. Since this is a new program, all books would be welcome and needed, but specifically important to the community would be material relating to the Civil Rights Movement, Race Relations, and African History, Culture and Politics. The quantity of books, since there are none here, would be best left to your office, which knowing the scope of your program, could limit the size of our request, which is any or all books available.

The hope of the committee is to make the library a permanent institution lending books to all the people of St. Landry Parish. Plans for the future operation of the library include an application for a grant for personnel and operating expenses under the Community Action Program of the Economic Opportunity Act, the staffing of the library with high-school students in the Neighborhood Youth Corp, and since interest is so high, if no other assistance is forthcoming, by volunteers within the community.

We hope to be reading a reply from you soon.

Freedom:

John Zippert
John Zippert

Jane - 377-2774

Mr. John Zippert
Ad hoc Committee for a Freedom Library
1520 North Market Street
Opelousas, Louisiana

Dear Mr. Zippert:

In response to your proposal of July 7, 1966 the following list of books is being sent to you for your library. I hope that they will be effective.

Since SRC's book distribution program is an experiment in mass distribution, it is most important that we receive a follow through report from you about the acceptance of the books you have received. Which books were most popular, how were the books used etc.?

I look forward to reading your report.

Sincerely,

Nan Pendergrast

FICTION 2each

"classics"

The Pearl	Steinbeck
My Antonia	Cather
Tender Is The Night	Fitzgerald
Cry the Beloved Country	
Bridge of San Luis Rey	
Diary of a Young Girl	Ann Frank
The Return of the Native	Hardy
Hard Times	Dickens
A Tale of Two Cities	"
Goodbye Mr. Chips	Hilton
Aesop's Fables	
Animal Farm	Orwell
Prince and the Pauper	Twain
The Adventures of Hucklebury Finn	"
Robinson Crusoe	Defoe
The Count of Monte Cristo	Dumas
The Hunchback of Notre Dame	Hugo
Brave New World'	Huxley
Hiroshima	Hersey
Kon Tiki	Heyerdalh
The Scarlet Letter	Hawthorne'
Bridges of Toko Ri	Michner
Dennis the Menace (various books)	Ketchum
Peanuts (various books)	Schulz
The Adventures of Robin Hood	
The Adventures of Sherlock Holmes	Doyle
Old Yeller	Gipson
Black Beauty	
The Wizard of Oz	
Kim	Kipling
Call of the Wild	London
20000 Leagues under the Sea	Vernes
Treasure Island	Stevenson
Kidnapped	"
Swiss Family Robinson	
West Side Story & Romeo and Juliet	Schulman
Silas Marner	Eliot
Lord of the Flies	Golding
Travels with Charlie	Steinbeck
The Legend of Sleepy Hollow and others	Irving

short story collections

The Best Short STories of Jack London	
Selected Poems and Stories	Poe
Great American Short Stories	
Pocket Book of Short Stories	

miscellaneous

Coming of Age in Samoa	Mead
Gone With the Wind	Mitchell
Green Mansions	Hudson
Immortal Poems of the English Lang.	

2each

NEGRO CENTERED

Why We Can't Wait	King
The Strength to Love	
Souls of Black Folk	Dubois
Nobody Knows My Name	Baldwin
The Fire Next Time	
Notes of a Native Son	
Nigger	Gregory
The Negro REvolt	Lomax
GrisisinBlack and White	Silberman
To Kill a Mockingbird	Lee
Go Tell It on a Mountain	Baldwin
Black Boy	Wright
Up From Slavery	Washington
The Man	Wallace
The South and the Southerner	McGill
Malcom X Autobiography	
Who Speaks for the Negro	Robert Penn Warren
A Handbook of African Affairs	Kitchen
This is MY Country Too	Williams

2 each

Special orders for SRC that are now at the warehouse ready to be distributed.

South Town
Before the Mayflower - History of the Negro in America
Roosevelt Grady
Years Pictorial History of the American Negro
African Heritage Drachler
First Workbook of English
Fighting Marines
The Master Mind of Mars Borroughest

special books for 2,000 word vocabulary
Red Badge of Courage
Turn of the Screw
Billy Budd
Golden Trails

NONFICTION

A Pocket History of the United States
The Penguin Encyclopedia
The Household Encyclopedia
How to Get Higher Marks in School
A Concise History of Painting
Sea Shells
Painting
Reptiles and Amphibians
Weather
Seashores
Mammals
Sailing
Pacific Northwest
Washington
Fossils
Everglades National Park
Zoology
Flowers
Trees
The Southwest
Butterflies and Moths
Fresh and Salt Water Fishing
Little Book of Stars
Heffner A Documentary History of the United States
Facts of Life and Love for Teenagers
McCall's Easy Sewing
Stop Dieting: Start Losing
Abraham Lincoln
A Day in the Life of Kennedy
5 DICTIONARY
5 Child and Baby Care Spock

POPULAR BOOKS, PLEASURE READING, BEST SELLERS
Two copies each of 100 different books.

CHILDREN'S BOOKS
Two copies each of 50 different Sturdi Contour books and two copies each ofl 20 Tip Top Rand McNalley Golden Future Coloring Books.

September 23, 1966

Mrs. Nancy Spears
Head Start Lee County
155 Cox Street
Auburn, Alabama 36830

Dear Mrs. Spears:

Ed Stanfield told me today that you were still waiting for books from us. I am at a bit of a loss because the person here who placed your orders left the early part of August. The last letter to you that we have in our files is dated July 26, 1966, from Nan Pendergrast. She has written in longhand on the carbon that 10 copies of South Town, Before the Mayflower-History of Negro in America, and Roosevelt Grady were also sent. She also has a notation of August 5, 1966, that 5 each of 20 Sturdi Contour Books, 5 each of 15 Tip Top Rand McNally coloring books, and 5 each of 10 Golden Shape Books were sent.

If you can tell me the titles and how many of each that you have not received, I will be glad to check with the Atlanta News Agency here, which may have made an oversight. I'll make every effort to get the books to you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

In office 27th
Received books.

HEAD START LEE COUNTY
155 Cox Street
Auburn, Alabama 36830

September 20, 1966

Mr. J. Edwin Stanfield
Southern Regional Council
Atlanta, Georgia

Dear Ed:

Thanks for being at our state meeting. Always like old home week having you back with us. I guess in a way the meeting left much to be desired but I wonder if we really could set up a number of guidelines for us to go by. That seems so sterile for some reason. I went to the meeting thinking this could be accomplished, I left the meeting thinking if each chapter really uses common sense in action we'll probably come out in the wash. Maybe the only guidelines we need are to talk it over with the state staff first. By that I mean both Bob and Jerry. Jan Valder did say to me this morning that we were beginning to lose some people like Bob. I wonder if this is really true. We had some new outspoken people on the board-one who Bob himself recalled to her-plus the fact I have heard Allen Black wonder about the Council, its action and so on for sometime, but the next morning at breakfast he seemed to be at least somewhat pleased with the meeting, although he said we hadn't really settled anything as I thought we all thought this. In fact, for what it is worth, my suggestion is we try this once again. We have at least gotten some feelings out, maybe next time more and more can be resolved. By the way, what's the feeling in the other Councils and do they get tied up in motive, role and all that jazz?

By the cotton pickin' way, I still haven't received the books from SRC that I have been waiting for! What's wrong with that organization? Maybe you just need me up there to run things. At least I guess I know you'll come through with the information I asked you for. Looking forward to getting it and trying to get her settled. In fact, good old Ed, you always come through. I am enclosing your check for expenses incurred when you spoke to our group. Thanks once again. Do have a big favor to ask of you. Do you have a copy of the speech that I missed and would you put in writing your thoughts you were expressing in Birmingham on Saturday about Black Power, Carmichael, Council's role, etc.? Preacher like, you have a graat way of expressing what many of us think. How bout it?

Oh, yea, I haven't forgotten that I was going to write you

July 26, 1966

Mrs. Nancy Spears
155 Cox Street
Auburn, Alabama 36830

Dear Mrs. Spears:

Yesterday I was pleased to have a chance to meet you and discuss the book program. The following books are being sent to you.

Animal Farm 40
Hard Times "
The Odyssey
The Return of the Native
Oliver Twist
Short Stories
Dictionaries

Freedom Road and Off My Chest have been ordered for you and will be sent when they come. I'm sorry I could not place large orders for Cash, Duberman, and Van Woodward for they were too expensive. Also Your Face Is a Picture has been ordered for you.

I have sent you ten copies of the following books. I regret that I can not send you a greater quantity of each, yet these were our special order books and the supply is limited.

Years Pictorial History of the American Negro
The Master Mind of Mars
Red Badge of Courage
African Heritage
Turn of the Screw
Billy Budd
First Work Book English
Golden Trails
The Fire Next Time

also
South Town
Before the Mayflower History of Negro in Amer
Roosevelt Grady

As soon as a list of children's books is gathered and ordered, I will send them to you. The same applies to inter-racial and cultural books.

Sincerely,

Nan Hendergrast

Aug 5 '66
5 each of 20 Sturdi Contour Books
5 each of 15 Tip Top Rand McNally Coloring books
5 each of 10 Golden Shape Books.

100
50
75
225

June 28, 1966

Mrs. Nancy S. Spears
155 Cox Street
Auburn, Alabama 36830

Dear Mrs. Spears:

On June 22, 1966 books were mailed to you from the Atlanta News Agency. Some of the books you requested were not available in paperback and some were not in storage and had to be ordered from the publisher. As soon as the books which were ordered arrive in Atlanta, we will forward them to you.

The following books were mailed to you:

Child and Baby Care	25
Othello	15
Dictionaries	30
Roosevelt Grady	30
Up from Slavery	30
Twenty Grand Short Stories	15
Abraham Lincoln	30
To Kill A Mockingbird	30
The Call of the Wild	30
Wizard of Oz	10
Black Beauty	10
Prince and the Pauper	10
My Antonia	10
Frontier Stories	10
	285

In order to aid the selection of additional books for your project, please let us know which books are most effective with your group. Can you use more of certain

books? It will be helpful if you could advise us of the age level of your students. In the near future, we will have available a limited number of American classics rewritten in 1000 and 2000 word vocabularies. If you are interested in receiving some of these, please let us know.

Sincerely,

Harry L. DeLung, Jr.

JLD/km

2
~~page~~

Nancy S. Spears
Lee County Head Start Follow-Through
1[illegible]5 Cox Street
Auburn, Alabama 36830

Dear Mrs. Spears:

On June 22, 1966 books were mailed to you from the Atlanta News Agency. Some of the books you requested were not availab in paperback and some of the books were not in storage and had to be ordered. As soon as the books which were ordered arrive in Atlanta we will forward them to you.

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Twenty Grand Short Stories		15
Abraham Lincoln		30
To Kill a Mockingbird		30
The Call of the Wild		30
Wizard of Oz	~~30~~	10
Black Beauty		10
Prince and the Pauper		10
My Antonia		10
Frontier Stories		10

~~[illegible]~~

Please let us know how effective the books were, which ones were good and whether they were well received. Did you recei ve enough copies of each book or ~~would~~ are more books necessary. Anyother information concerning the use of books or quantites, types of books, etc will aid us in sending you more books which can be used more effective.

It would also be hel ful if you could approximate the age level on which your students read so that the books sent will be neither too easy or too difficult. In the future there will be a limited number of 1000 and 2000 word vocabularly books available. If these can be of any help please let us know.

LEE COUNTY HEAD START PROGRAM
155 Cox Street
Auburn, Alabama 36830

June 3, 1966

Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Attention: Mr. Ed Stanfield

Dear Sir:

The following books need to be added to our request.

16 copies requested for Head Start Teachers

<u>Your Face Is A Picture</u>, by Eth and David Clifford, soft bound, 95¢ each. Can be obtained from
E. C. Seale and Company, Inc.
1053 East Fifty-fourth Street
Indianapolis, Indiana 46220

Thank you for your cooperation.

Sincerely,

Nancy S. Spears

Mrs. Nancy S. Spears
Director

NSS/lc

LEE COUNTY HEAD START FOLLOW THROUGH PROGRAM

155 Cox Street

Auburn, Alabama 36830

May 31, 1966

Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Sir:

Enclosed is a list of additional books for Social Workers and other staff to be added to our recent proposal.

Sincerely yours,

Nancy S. Spears

Nancy S. Spears
Director

NSS/lc

ADDITIONAL SOCIAL WORKER BOOKS --- 1 each requested

EAST ALABAMA COUNCIL ON HUMAN RELATIONS PROPOSAL TO SOUTHERN REGIONAL COUNCIL FOR PAPERBACK BOOKS

Burgess and Locke, The Family, third edition. American Book Company (New York)
Chapers 4, 5, 18, 19, 20, and 23.

Bell, Robt. R., "Lower Class Negro Mothers' Aspirations for Their Children," Social Forces, March 1964.

Drake, St. Clair and Horace R. Cayton, Black Metropolis, N. Y., Harper, 1962.

Weaver, Robert C., The Negro Ghetto, N. Y., Harcourt, 1948.

~~_____, Profiles of the Negro American, N. Y., Van Nostrand, 1964~~

~~_____, The Negro Family in the U.S., N. Y., Dryden, 1951~~

"Reaching the Culturally Deprived" Sat. Rev. Feb. 19, 1966.

Cross-Cultural Understanding - F. S. C. Horthrop and Helen H. Livingston ed. Harper.

~~They and We, Peter Ross, paperback, Random House~~

Understandning Culture, John J. Honigsmann. Harper.

LEE COUNTY
HEAD START FOLLOW-THROUGH
155 Cox Street
Auburn, Alabama 36830

May 18, 1966

Mr. J. Edwin Stanfield
Director of Field Activities
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Ed:

Got your letter. Hope all little problems can be worked out. Would like to sit down and talk about it. Maybe we can sometime. Here is our book proposal. I did not ask for any set sum of money. The guidelines said nothing about this. Could and would take a wild guess but that is what it would be. We have included everything we want and of course would love to have them. If we have to cut it down let us work with you on it.

Thanks again.

Best wishes,

Nancy

Nancy S. Spears

NSS:ch

P. S. If anything else is needed on the proposal let me know right away.

EAST ALABAMA COUNCIL ON HUMAN RELATIONS PROPOSAL TO SOUTHERN REGIONAL COUNCIL FOR PAPERBACK BOOKS

East Alabama Council on Human Relations is a chapter of Alabama Council on Human Relations, Inc. and familiar to SRC. EACHR wishes to use the books in a number of their projects. These projects include: Head Start - both for the children in the classrooms this summer and with recreational groups in the Follow-Through program, and by the parents in the parents education groups being conducted once a month. As far as the children are concerned there are a few books, a very few books, available but none for the children to check out and take home. This is what we desire to do with the books that SRC would send. These books should be for pre-school age children, also first grade children with a thought given to the fact that these are culturally deprived children and their reading level is not quite up to par. I will enclose a list of specific titles we are interested in if they can be obtained. Also, I am interested in special categories on things of other races and American history with emphasis on the Negro race if there are any available at this level. We are especially interested in books with integrated pictures . We would need ten copies of each book in order to serve each center. Books to be used in parents groups would include such categories as one, classic American literature, community improvement, limited vocabulary material, homemaking skills, job skills, African history, culture, and politics, child development, also including any books that relate to parents and their children, secondary school materials such as pleasure reading should also be included. We will need ten copies of each in order to serve all centers. Books for social workers are for those employed in Head Start. We would like books that can be used by our Head Start personnel in order to learn more about the rural problems of children and all problems relating to our changing society. A list of specific titles will be enclosed. Books for adult education classes: we would like books to be used in all the adult education classes which are science, math, social science, English, and a literature course. Also, a typing class is being offered. These are courses that include books on American history, classic American literature, classical literature from other countries, civil rights movement, race relations, limited vocabulary material, secondary schools, material on public affairs, secondary school material, (for pleasure reading), African history, culture and politics, the formation of credit unions, and reference books as dictionaries, grammars, etc. How to books could also be included. Fifteen copies of each book will be needed for the adult education classes. Some specific titles will be included for this project. Books for tutorial program A tutorial program for ninth grade students is being offered by the East Alabama Council on Human Relations this summer. We would like books at this level that would deal with American history, classic American literature, classical literature from other countries, race relations, civil rights movement, African history, culture, and politics. This program will

stress the humanities and there will be some work done on the basic skills. Some specific titles will be included. Forty copies of each would be needed. EACHR will also be tutoring many high school students who are transferring into formerly all white schools. The books mentioned above will be used in that during the year. We could also use reference books, grammars, etc. on all high school grade levels. At least two each of the previously mentioned books. If any further information is needed, please inform us.

Nancy S. Spears

NANCY S. SPEARS
Director
Lee County Head Start Follow-Through

Books for Social Workers and Other Staff - 1 Each Requested

Baldwin, James - Nobody Knows My Name

Baldwin, James - The Fire Next Time

Baldwin, James - Another Country

Rose and Rose - Minority Problems

Rose - They and We

Bardolph, Richard - The Negro Vanguard

Bettleheim, Bruno - Social Change and Prejudice

Clark, Kenneth - Dark Ghetto; Dilemmas of Social Power

Dollard, John - Caste and Class in a Southern Town

Frazier, Franklin - Black Bourgeoisie

Forster, Arnold & Epstein, Benj. - Some of My Best Friends

Garn, Stanley M. - Human Races

Glazer, Nathan & Moynihan, Daniel Patrick - Beyond the Melting Pot

*Gordon, Milton M. - Assimilation in American Life

Grimes, Alan - Equality in America

*Harrington, Michael - The Other America - Penguin Books (S 223)

Howell, Francis Clark - African Ecology and Human Evaluation

Humphrey, Hubert - School Desegregation

Killan, Lewes M. - Racial Crisis in America
& Grigg, Charles

Marshall, Ray - The Negro and Organized Labor

Meier, August - Negro Thought in America, 1880 - 1915

*Montagu, Ashley - Man's Most Dangerous Myth: The Fallacy of Race

*Meissner, Hanna H. (Editor) Poverty in the Affluent Society

Montague, Ashley - Man in Process

Montague, Ashley - The Concept of Race

*Myrdal, Gunnar - An American Dilemma

Pettigrew, Thomas - A Profile of the Negro American

Record, Wilson - Race and Radicalism

Rose, Arnold - The Negro in Americaa

Rosenberg, Stuart E. - American is Different; The Search for Jewish Indentity

Rudwick, Elliot M. - Race Riot at East St. Lewis

Sinclair, Upton - The Cry for Justice; An Anthology of the Literature of Social Protest

Trillin, Calvin - An Education in Georgia; The Integration of Charlene Hunter and Hamilton Holmes

*Segal, Bernard E.-Racial and Ethnic Relations - Crowell

Zinn, Howard - The Southern Mystique

Yinger, J. Milton - A Minority Group in American Society

Schorr - Dept. HEW - Supt. of Doc. U. S. Gov. Printing Office, Washington 25, D. C. $ .50. - Slums and Social Insecurity

Harrington, Michael - The Other America - Penguin Books, Inc.

Bremmer, Robert H. - From The Depths - N. Y. University Press (1964) Washington Sq. N. Y., N. Y.

Frazier, Franklin - The Negro Family In The U. S.

Waoe, Rich. - The Negro in American Life - Mifflin (1965)

Daedalus - The Negro American - American Academy of Arts and Sciences (1965).

The Negro Family: The Case for National Action - (Washington, D. C. Dept. of Labor, Office of Planning and Research, 1965). "The Moynihan Report".

The Negroes ~~in the~~ United States: Their Economic and Social Situation (Washington, D. C. U. S. Dept. of Labor, 1965).

~~[illegible]~~

Poverty in America, A Book of Readings - Ferman, Louis A., Kornblah, Joyce L. and Haber, Alan, Editors. University of Michigan Press, Ann Arbor, 1965, $9.00.

New Perspectives on Poverty - Edited by Arthur B. Shostak, William Gomberg. Englewood Cliffs, New Jersey, Prentice-Hall, 1965, $1.95.

New Careers for the Poor: The Non-Professional in Human Service Arthur Pearl and Frank Riessman. Free Press, New York, 1965, $5.95.

Medical Dictionary

Gordon, Ira - Human Development from Birth to Adolescence - Harper and Rowe.

Periodicals from National Association of Social Workers, Inc. (Publications Sales Office, 49 Sheridan Ave. Albany, N. Y.)
Social Work. Journal of the National Association of Social Workers.

*Abstracts for Social Workers .

Publications from NASW

047/TRENDS IN SOCIAL WORK PRACTICE AND KNOWLEDGE.

029/GOALS OF PUBLIC SOCIAL POLICY. Position statements of NASW.

*041/ENCYCLOPIDIA OF SOCIAL WORK. Successor to the Social Work Year Book. Harry L. Lurie, editor. 1965.

*014/COMMON HUMAN NEEDS. By Charlotte Towle.

038/SOCIAL WORK AND SOCIAL PROBLEMS.

111/COMMUNITY DEVELOPMENT AND SOCIAL WORK PRACTICE. Roland L. Warren, editor, 1962.

109/COMMUNITY DEVELOPMENT AND COMMUNITY ORGANIZATION.

342/THE NEW WORKER IN THE HEALTH FIELD. Mimeo.

*035/SOCIAL WORK PRACTICE IN THE HEALTH FIELD. Harriett M. Bartlett.

338/PERCEPTION OF CULTURE: Stanley King and Eleanor Cockerill, 1960. Monograph V.

340/FAMILY-CENTERED SOCIAL WORK IN ILLNESS AND DISABILITY: A Preventive Approach. Monograph VI., 1961.

343/THE FAMILY IS THE PATIENT:The Group Approach to Treatment of Family Health Problems. Monograph VII.

*514/SOCIETY AND THE SCHOOLS: Robert H. Beck, editor, 1965.

513/WORK WITH GROUPS IN THE SCHOOL SETTING. Lawrence F. Meri, editor. 1965.

512/DESCRIPTION OF SOCIAL WORK PROGRAM IN SCHOOLS.

Tutorial Book List - 40 copies each

Freedom Road, by Howard Fast (Pocket books, Inc.) $ .35 50

The Strange Career of Jim Crow by C. Vann Woodward (A Galaxy Book Oxford University Press), $1.50, paperback.

The Mind of the South by W. J. Cash (Vintage) $1.65, (Vintage).

In White America by Martin B. Duberman (Houghton - Mifflin Co.) $1.75, paperback.

Nigger by Dick Gregory,(E. P. Dutton and Company), $4.95.

Animal Farm by George Orwell, (The New American Library, a Signet Book), $ .60, peperback.

To Kill a Mockingbird by Harper Lee.

Hard Times by Charles Dickens

Off My Chest by Jimmy Brown (Doubleday and Company, Inc.) 50

Up From Slavery by B. T. Washington, (Bantam), $ .60 paperback

~~What Men Read Best~~

The Odyssey

The Return of the Native, by Thomas Hardy

~~Animal Farm, by George~~

Oliver Twist by Dickens

Freedom Road by Howard Fast

Billy Budd by Herman Melville

A Volume of Short Stories by Various authors

~~Uncle Tom's Cabin~~

Some Short Stories by Mark Twain

Dickens and 20

Gamblin' Man Lightfoot

HEADSTART LIST OF BOOKS - 10 Each Requested

Angus and the Cat, by Marjorie Flack (Doubleday, $1.50). A

Caps for Sale, by Esphyr Slobodkina (William R. Scott, Inc. $2.50)

Cowboy Small, by Lois Lenski (Henry Z. Walck, formerly Oxford University Press, $1.75).

The Duck, by Margaret Wise Brown (Harper & Bros. $2.50).

Favorite Nursery Songs, arranged and compiled by Phyllis Ohanian (Random House, $1.00).

Flip, by Wesley Dennis (Viking Press, $2.00).

Katy and the Big Snow, by Virginia Lee Burton (Houghton Mifflin, $2.75).

Make Way for Ducklings, by Robert McCloskey (Viking Press, $3.00).

Mike Mulligan and His Steam Shovel, by Virginia Lee Burton (Houghton Mifflin, $2.75).

The Noisy Book, by Margaret Wise Brown (Harper & Brot., $2.25.)

Timothy Turtle, by Al Graham (Viking Press, $2.75).

Everybody Eats, Mary McBurney Green(Scott Pulishing Co.), $2.00.

Raindrop Splash, Alvin Tresselt, (Publisher - Lothrop), $2.95.

The Growing Story, Ruth Krauss(Harper & Row), $2.95.

aThe Country Noisy Book, Margaret Wise Brown (Harper and Row), $2.95.

A B C of Cars and Trucks, Anne Alexander (Doubleday), $2.50.

The Giant Nursery Book of Things That Go. , George J. Zaffo, (Doubleday), $3.95.

What's Inside., May Garelick, (Scott), $2.50.

Up Above and Down Below, Irma E. Webber,(Scott), $2.25.

The Shadow Book, Beatrice Schenk de Regniers (Harcourt), $2.75.

The First Book of Birds, Margaret Williamson (Watts), $2.50.

Johhny Crow's Garden , (Publisher - Warne), $2.50

The Little Engine That Could, Watty Piper (Harcourt), $1.50.

Millions of Cats, Wanda Gag(McCann Coward), $2.50.

~~GreenxEyesxxAxBirnbaum~~

The following books can be ordered through:

Bank Street College Bookstore
69 Bank Street
New York 14, New York

Green Eyes, A Birnbaum, $3.19.

Big Book of Real Boats
" " " " Fire Engines
" " " " Trains
" " " " Trucks by George J. Zaffo, each $1.00

Please Pass the Grass, Leone Adelson, $3.00.

The Snowy Day , Ezro J. Keats, $3.00.

Nibble, Nibble, Janet Adam Smith, $3.75.

Something Special, Beatrice De Regniers, $2.25.

Let's Go to A Bakery, Naomi Buchheimer
Let's Go to A Dairy, J. M. Goodspeed
Lets's Go to a Farm, Laura Sootin
Let's Go to a Firehouse, Naomi Buchheimer
Let's Go to a Newspaper " "
Let's Go to a Police Station, Laura Sootin
Let's Go to a Post Office, Naomi Buchheimer

Music for Early Childhood, 4.60.

Music in Motion
Songs, Music, Motion, Edna G. Buttolph, $1.00.
Songs to Grow on , Beatrice Landeck, 3.50.
More Songs to Grow On, Beatrice Landeck, $3.50.

Let's Play House, Lois Lenski, $2.25.

Songs for the Nursery School, Laura Pendleton MacCarteney, $3.00.

I Can't Said The Ant, by Polly Cameron,(Publisher - Coward)

50

The City Schools Reading Program Series, PLAY WITH JIMMY , FUN WITH DAVID, LAUGH WITH LARRY, FOUR SEASONS WITH SUZY, A DAY WITH DEBBIE, IN THE BIG CITY, SUNNY DAYS IN THE CITY. Published by the Follett Publishing Company, 1010 W. Washington Boulevard, Chicago, Illinois 60607.

ADULT EDUCATION - 15 Copies each

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JOSEPH HAAS, COUNSEL
PAUL ANTHONY, EXECUTIVE DIRECTOR

Southern R[illegible] Inc.
5 FORSYTH STREET, N. W[illegible] 30303

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

Ronda Stilley
North Nashville Profect
1705 26th Avenue North
Nashville, Tennessee

Dear Mrs. Stilley:

Harry DeLung has just given me your letter of June 30. I regret the confusion of our previous communications and will attempt to answer your questions.

First I regret that we are unable to finance and send single copies of any books. However, we will limit future orders to five copies of a single book unless an additional request is made.

Secondly, we have not yet set a quota for the books to be received by a project. Please do not feel that your receipt of 294 books rather than 250 in anyway limits your future orders. Also there is no pressure to specify your future order immediately. We look forward to hearing from you whenever you are ready.

As soon as the books on Negro history and those with a limited vocabulary arrive, we will forward them to you. I hope this letter has cleared up all questions. If not please let me hear from you.

see yellow carbon following.

Yours truly

Nan Pendergrast
paper back books distribution program

Ronda Stilley
North Nashville Profect
1705 26th Avenue North
Nashville, Tennessee

Dear Mrs. Stilley

The books which were ordered have arrived and are being forwarded to you. I hope they will be effective for your program. Please let us know how well they are accepted by the people.

The following books were mailed to you:

Pictorial History of the American Negro	5
The Master Mind of Mars	5
Red Badge of Courage	5$
African Heritage	5
Turn of the Screw	5
Billy Budd	5
First Work Book of English	5
Golden Trails	5

Yours truly,

Nan Pendergrast

REPORT ON COBB COUNTY READING PROGRAM SUBMITTED TO SRC

This Reading Program is being sponsored by the Georgia Council on Human Relations in cooperation with the Cobb County Chapter. The program is designed for Negro students in grades 7-12 who will be transferring to previously all white schools in Cobb County and into the City of Marietta. The students have volunteered for the program. They have not been chosen because of difficulty in school, economic level, etc.

The purpose of the program is to develop the reading skills of the students to expose them to "culture" via field trips, and to engage them in discussions on literature, poetry, drama, etc. We hope this program will make the adjustment to the new schools easier and more pleasurable. Our staff consists of two women from Cobb County who are the adminstrators and fifteen Peace Corp Volunteers, training at A.U., who are the teachers. The program meets 3 nights a week for an hour and a half.

In addition to books, we are using the Science Research Associates' Reading for Understanding Kits, twice a week for 45 minutes each night. These standard kits are used to build basic skills.

The books are being used as material to stimulate discussion, to practice oral reading etc. The students and the teachers have access to them. The decision of what books are to be used, is made by the individual teacher. It is based on his or her idea of what material can be most effectively used to stimulate the students. The books are being loaned to the students for the summer. The teachers are circulating

the books between classes, getting the maximum use of a small number of books.

So far, we have ordered books on a variety of subjects including literature, poetry and drama. Only sections out of most of the books will be used and these books will be passed around, so only 5 to 10 copies of the books are needed with a few exceptions. One exception was A Search for Awareness, which was so excellent for this type of program, that we felt we should have copies available for everybody. Our teachers have requested some additional books. These requests are:

1. A Short Story Anthology	4 copies
2. Japanese Folk Tales or Short Stories	5 copies
3. Things Fall Apart by Achebe	5 copies
4. Tortilla Flat - Steinbeck	7 copies
5. Martian Chronicles by Ray Bradbury	7 copies
6. 8 Men by Richard Wright	8 copies
7. Huckleberry Finn by Twain	5 copies

We have tentative plans to set up this program again next summer and we will use the same books again.

Daniel Swinney

July, 1966

Books to Ga Council on Human Rela-

10 copies	Profiles Courage	- Kennedy
5 "	Eight Tales by Poe	
10 "	Four Great Tragedies	- Shakespeare
10 "	Animal Farm	Orwell
5	Six play	Ibsen
5	Mythology	Hamilton
5	Great Amer. Short Stories	
100 cop	Search for Awareness	

— 1962 60.6% of the South's Negro families earned less than $3,000 a year, compared with 25.2% of the South's white families. (Proportion of poverty among Negro families more than twice the proportion of poverty among white.)

Unrelated individuals not liv in families — 73.1% of Negro S's earned less than $1,500/year, 48.7% of white Southerners.

— Almost about 40% of all poor families in the South are Negro.

— ~~1964 income levels~~ 1964 data: 51.7% of the South's Negro families earned less than $3,000, compared with 20.7 of the south's white families. p. 338

— Median family income, 1964, for South — $5,327 (p. 337, Stat. Ab.)
" " " " nation — $6,569. "
(over to A.)

— median family income for Negroes in the South, 1964, $2,888. For whites, $5,889. (p. 336).
← this below poverty line, no matter which standard is used.

— In 1964, the difference between white & Negro median family income in the South ~~had become~~ was wider than in 1960. (p. 139, Negro in the U.S.)

— In 1964, one in two Negro families had incomes under $3000 in the South, compared to one in five in the north east and west, and one in four in the North Central. (p. 140)

— The South, compared to all other regions of the country, had the lowest ratio of Negro to white median family income. (p. 139) ie the median family income is not quite half that of whites in all other regions of the country.

Negro median family income is lower than white, but it is at least $\frac{2}{3}$ the white income. outside of the South.

B 24-8709

- The proportion of Negro families in poverty is higher in the South than in any other region of the Country. + is more than twice whites in the South.

A

7230
6845
7289
21364

$\frac{1}{3}$ 712 1 – median family income for other regions

3) 21364
21
3
3
6
6
4
3

B. 25.2X = 60.6
20.7X = 51.7

2.4
2.404
25.2 | 60.6000
504
1020
1008
1200
1008
192

2.5
2.49
20.7 | 51.700
414
1030
1028
20.20
18.63
1.57

3.22
18 | 58.00
54
40
36
40
36

$\frac{1}{70} = \frac{2}{3}$

$2\frac{2}{3}$ 1962

$2\frac{1}{2}$ 1964

— nope

c. percentages of income under 3,000 coming down, but is white one coming down faster than Negro one?

- 58% of Negro families in the South are poor. 18% of white families " are poor. 1963 (p. 160, Negro in U.S.) also → 69% of all Negro poor families are ~~Negro families living~~ in the South. 42% of all white poor families are in the South.

— unemployment rate twice as high among Negro pop. misleading because of underemp., part-time employ., + people not in labor force.

State Governments [in the South] and Equal Opportunity

I Importance of state govt.

II Economic ~~state~~ condition of the South

III Need ~~for~~ to make equal opportunity a reality. ~~whites~~ ~~Negro.~~

IV As a problem which requires state govt. Look at list again.

V. Consistent with aim of improving economy.

as an introduction? ✓

VI Won't be easy because of people's attitudes, but state as an edi force. toward public investments.

state govt. has tools to change attitudes.

Older attitudes are clearly not helping us to solve our problems. As practical Americans, we

- Programs. state govt's are already teaching. They have ever since they were instituted. We suggest only a change in content so that southerners will have ~~everything~~ ~~in their favor toward~~ the greatest possible chance of knowing where they are headed + how to prepare for it.

- ~~idea~~ fact that states aren't now using manpower programs + ec. opp. programs enough.

p.v of Oak Ridge

~~- already the labor market is one which responds~~
~~Since Southerners, like everyone else, will have to~~
~~live in the latter half of the 20th century,~~
~~the Negro Southerner~~
→ ~~One group of people~~ in particular is feeling this opport.
too scarce, and that is the Negro population.*
~~which~~ In seven Southern states ~~accounts for~~ ~~makes up for~~
22%-42% of the ~~total~~ pop. is Negro. This ~~accounts for~~
~~To what extent is~~ ~~the~~ poverty concentrated in this group? *Negroes
~~Southerners~~ in seven Southern state make up
22%-42% of the total population.
Figures for

~~21,546~~
29
2 | 5,869
1
16

69
42
21
21 | 10
10
1

Speech by Sec. Gardner at hearings.

Much of the groping toward a new system has been done without any clear sense of what the consequences of a given course of action might be.

Let me be specific. Federal dollars can be given to a State under conditions that strengthen State government, preserve the State's freedom of decision, and encourage the dispersed initiative that has been the strength of our system or Federal dollars can be given under conditions that diminish the State's freedom of decision, and move the State toward being a branch of the Federal Government.

The startling fact is that Federal decisions as to which conditions will prevail are often made with no consciousness of what is at stake. They are made by conscientious people who are intent on accomplishing some specific social advance and are not always thinking about the implications for the future shape of our system.

I said earlier that we still had some choices before us. As an example, consider the future relationship of the Federal Government to State and local government.

For preface?

not earmarked

General fed. aid hinging on this. (See article on new organization on state ed. from Pat Watters. commission.)

One possibility that one could easily imagine is that increasingly large sums of money flowing to weak State and local governments might eventually bring about complete subordination of the latter. All State and local governments would then be mere branch offices of one all-dominating National Government. I can't believe that any sensible citizen relishes that possibility, and President Johnson has spoken out clearly against it.

A second possibility is that the Federal Government—impatient with the inadequacies of many State and local governments—might begin to create its own network of local instrumentalities. If the local schools and social agencies aren't doing an adequate job with disadvantaged youth, the Federal Government is tempted to create separate Federally-financed programs or agencies to do the job directly. This approach is observable in a number of current programs.

It is a creative strategy up to a point. It challenges local agencies and creates models of improved performance. But long continued, it could mean the emergence of a full-blown Federal network to do the jobs State and local government are judged incompetent to do. And State and local government might then become vestigial—an outcome which I would regard as most regrettable.

A third possibility is the one to which President Johnson has given his blessing. We can proceed down the path of a creative federalism that puts the Federal Government into a healthy partnership with State and local governments. President Johnson conceives of this partnership as one in which the integrity and autonomy of State and local government is jealously guarded by all concerned.

This is a noble conception, but involves one stern requirement—strength and vitality at the non-Federal end of the partnership. It will not be possible to fashion a mutally respecting partnership if the State or local government is not able to play its role as a vital partner. So we shall have to consider the question of strengthening State and local government.

But before doing so we must have a look at the idea of creative federalism.

Creative federalism

Strictly speaking, the phrase creative federalism refers to the relationship between the Federal Government and the States. But the phrase also has implications for the whole non-Federal sector, including local government and the private sector. The Federal Government has established a remarkable array of partnerships—not only with the States but with cities and counties, with universities and hospitals, with voluntary agencies and professional associations, and with private industry. In the remainder of my testimony I shall refer from time to time to the whole span of these relationships, though I recognize that we are concerned here chiefly with Federal, State and local government.

The first grants-in-aid to States were made in the 19th century. And Franklin Roosevelt used the general welfare clause as grounds for expanded grants to States in a time of national economic distress. But legislation sponsored by the present Administration has vastly increased the size and scope of the partnerships. And perhaps more important, President Johnson has made the nurturing of those partnerships an explicit objective.

Creative federalism, properly conceived, can resolve one of the central dilemmas of American political life. Over the past half century, the American people have shown an increasing tendency to set objectives for themselves that are of such scope and scale that only their Federal Government can achieve them. They want an adequate national defense and social security. They want to put a man on the moon and they want a Medicare program.

~~State goov's, whether they do their jobs well or poorly, are teachers. Whether they are in the spotlight or not, they are communicating to people.~~

State goov's. are teachers, whether they do their jobs well or poorly, whether people notice them or hardly realize they exist.

858
598
310

839
465
374

p. 139, Table III A-4, Negro in the U.S.

4905
2117
2788
difference.

4945
2112
2833

5213
2455
2758

5565
2520
3045

5889
2898
2991
1964.

In 1964, difference bet. white + negro median family income in the S. was greater than in 1960.

5835
3233
2602
the nation.

6858
3839
3019

2991
2788
203

3019
2602
417

p. 140, table III A-5
One in five nonwhite families had incomes under $3000 in 1964 in the Neast + West, 1 in 4 in North Central, & 1 in 2 in the South.

p. 4 - In 1964 - 54% of the nation's Negro population ~~in the country~~ was in the South. In the South, negroes constitute about 1/5 of the pop.

.179
(2,000,000
358 000 000
179
2,148,000.000

white poor families

$\frac{3}{10}$ (100,000 / 1,000,000)

.583
2,300,000
174900 000
1166
1,340,900.000

Negro poor families → + 2,148,000
3,488,900 total

$\frac{32\frac{3}{35}}{}$

$\frac{64\frac{1}{7}}{}$ * $\frac{32\frac{1}{7}}{39}$

.3843
3488.9 | 1340.9000
1046 67
2942 30
2791 12
1511 80
1395 56
1162 40
1046 67

1,340,900
3,488,900

38.4%

of poor families in the South are Negros. almost twice the percentage of the pop. in the South.

Income rank, 1965,
by states.
p. 330, 1966 Stat.
abstract.

---

p. 340 - median money
income of families
by color of head.

1960
5,835
- 3,233
2602

5981
- 3191
2790

6,237
3330
2907

6548
3465
3083

1964
6858
3839
3019

---

p. 338 -
chart no. 476.
money income.

Stat. abstract. 1966.

-Civil Rights Act, 1964.

Title II concerning public accomodations & VII concerning emp. opp. cooperative efforts

invites state leadership by providing that make provision for the existence of state and local laws & actions under these laws & the state & local agencies created to enforce them

state & local ~~laws & enforcement~~ authorities, acting under state & local laws, shall have the first chance to eliminate discriminatory practices. empl. & public accs.

JOHN H. WHEELER, PRESIDENT
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JOSEPHINE WILKINS, VICE-PRESIDENT
RUFUS E. CLEMENT, VICE-PRESIDENT
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LESLIE W. DUNBAR, EXECUTIVE DIRECTOR

Southern R[illegible] Inc.

5 FORSYTH STREET, N. W[illegible] 30303
[illegible]2-8764

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

tear Practical reasons why state officials more concerned about this than anyone else. Cemetery

— state initiative, state part in making fed programs work.

Power & opportunity — tax — mention first, p. 2.

— leadership to explain good services cost money.

— Bob Anderson — Negro buying power gross nat. product.

JM

on pg. 7?

The full dev. of the southern economy itself is in question, for practices which restrict the power of the population to consume also restrict the growth of business.

~~these~~ Practices of dis. & seg. will not disap. unless to make them disappear.

insert on p. 6 after ¶1 on Oak Ridge:

— Negroes themselves well understand the distinction between absolute & relative progress. They are well aware that, as one writer explains, —

(over)

~~for one con~~ ~~for~~ Practices of discrimination ~~[illegible]~~ ~~for one thing,~~ restrict~~ing~~ the power of the pop. to consume, & " " " " " " ~~also~~

mass ~~only~~ restricting the growth of business. Practices of discrimination ~~also~~ produce an undereducated ~~popul~~ labor pool, & an undereducated labor pool perpetuates an ~~underdeveloped~~ un? ~~type of~~ economy which ~~has little chance of surviving in the future.~~ ~~can only be~~ is less likely to survive in the future.

too heavily dominated by consisting primarily of industries [in the lower-paying, non-durable goods category.] characterized by low pay & the prod. of non-durable goods.

(even if that ladder may begin at a higher point than in the past). The disappearance of discrimination and segregation will not happen unless state governments do their part to make it happen. If they do not act, they must assume a large part of the burden not only for an unnecessarily limited development of the region's economy but for the deterioration of those democratic longings which, we like to think, have so distinguished the people of this country.

The following is a guide to the kinds of steps state governments can take.

And practices of discrimination have finally produced ~~a southern Negroes who won't stand for it anymore.~~ a southern Negro population which refuses to accept its exclusion from the larger society, ~~Negroes~~ a pop. which knows the difference bet. absolute and relative progress. ~~In the words of one writer, they know that~~ a pop. ~~which knows that~~ which is aware

~~They will~~ Events seem to show that They will conduct ~~this publicity in an orderly fashion if it works, and they will not hesitate very long~~ when ~~possible a v~~

How do these aspirations of southern Negroes affect the fullest growth of the southern economy. ~~In this fashion~~ The conclusion is ~~way~~: Negroes have learned that, the price of liberty is eternal publicity — ~~whether~~ orderly or otherwise. (as someone once said,) Now the kind of industrial growth ~~of the type~~ ~~the South~~ ~~most beneficial~~ that would help the South depends upon a stable political climate and progressive govt. adm. able to that enables a state to offer quality ~~govt.~~ services.

~~It may~~ To provide a stable pol. climate, a state govt. nowadays ~~has~~ will have to change. If so, state govts ~~do not change~~ do not act to elim. dis. & segreg., they are inviting publicity of the "otherwise" kind. This, ~~in turn~~ produces a hostile pol. climate which, in turn, inhibits industrial growth.

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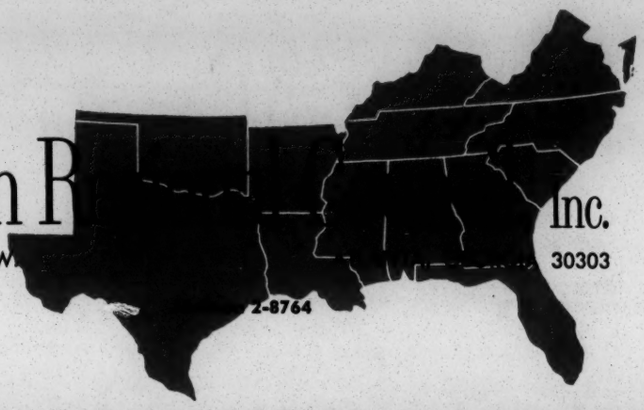


A Council to attain the ideals and practices of equal opportunity for all peoples in the South

¶ It is up to state gov't's to avoid, not only an unnec. ly but also a det.

Econ - Fed

THE GUARANTEED INCOME

Renewal May-June 1966

By ROBERT THEOBOLD

To be poor is to have too little money. The immediate need of the poor is for more money. The immediate need is not moral uplift, cultural refinements, extended education, retraining programs or makework jobs, but more money.

This is the belief of the advocates of the guaranteed income. This view is much too simple for the sophisticated defenders of the status quo, who argue that we must provide the poor with the skills which would enable them to earn an adequate wage and who ignore the fact that the majority of the poor cannot or should not hold jobs which would allow them to earn a decent wage.

The barriers to the elimination of poverty are not economic: the funds which will be released at the end of the Vietnam war would suffice to allow the introduction of the guaranteed income. The barriers are moral and social. The United States is not willing to apply its vast productive potential to the elimination of poverty and hides its unwillingness with statements about the need for motivation and incentives.

Supporters of the guaranteed income and supporters of the poverty program not only propose different programs but have different ends in view. The supporters of the poverty program see man as an inefficient machine to be reprogrammed from time to time as machines make his existing skills obsolete. The destruction of his work and life pattern is regretted but seen as unavoidable. Indeed, one can go further and argue that the generally accepted goals of our society appear to be technological wizardry, economic efficiency and the developed individual in the good society, but in that order. I often fear that we persist in this order of priorities because we no longer want to know more about human beings and human systems of organization. Compared to a (necessarily) functionally neat, clean, odorless, efficiently and continuously functioning cybernetic machine system, a unit of mankind is messy, smelly, disobedient, quarrelsome, lazy and a walking source of error. For those already in a state of emotional atrophy, a machine is easier to get on with than a man.

It is the essentially dehumanized approach of the poverty program which ensures that it cannot be successful. I am, of course, aware that there are many people within the poverty program who attempt to use its potential to benefit individuals, but they are fighting the basic thrust of the whole program and their efforts will always be insignificant compared to the total size of the problem. The goal of the poverty program is not to help people to find themselves but rather to push them back into the industrial system just as fast and as often as they are forced out of it.

The failures of the poverty program are being increasingly recognized but there is still insufficient understanding of the fact that the failure of the poverty program was inevitable from the day of its creation. Perhaps the best way to make this point is to quote from a speech I made some four weeks after the program was announced. I believe this is desirable for it is only in this way that it can be shown that the poverty program did not fail because it was *not* planned or because it was badly planned or badly implemented, but rather because there was a fundamental error in conceptualization stemming from a fundamental ambiguity in goals: was the program designed to help the poor to find themselves or to fit them into the industrial system? I quote, therefore, at length:

> Let me make it perfectly clear that I do not impugn the motivations of those who are developing the President's poverty program: I am simply convinced that they have so far failed to understand the true nature of poverty in a cybernated era, an era where the computer is combined with advanced machinery. The present program assumes that poverty can be eliminated through Federal action. I, on the other hand, believe that poverty can only be abolished by motivating the individual and the community. I am against the simplistic laws coined by Parkinson; however, for those who appreciate them, may I suggest one of my own—that the number of helpless poor inevitably increases with the number of bureaucrats trying to aid them.
>
> I believe that the President's poverty program as presently drawn is unsatisfactory. Let me list several reasons: First, as I have already stated, the present bill is based, both in letter and spirit, on an overemphasis on only one direction in what should be essentially a two-directional process: on the central government telling the state and the locality what to do. I believe that such an approach will necessarily fail. Second, the proposal to aid small farmers and small businessmen through small-scale financial aid has no chance of success in the light of the realities of the cybernated era—it is now impossible to turn a struggling farmer into a small, successful farmer or a small struggling businessman into a small, successful businessman, merely through the provision of very limited sums of money. Third, the proposed types of training camps, clearly modelled on the experience of the CCC of the thirties, are no longer appropriate for the social and economic conditions of the sixties. In the industrial age, which still existed in the thirties, if you put a person in a camp and kept him there for six months or a year you were able in many cases to provide him with the limited skills and education required to make him an effective member of society. This

The students of the University of Chicago School of Social Service Administration at a spring retreat were addressed by Robert Theobold who made them feel the immense and immediate need to get the subject of the Guaranteed Income onto the floor of public opinion for general consideration and appropriate political action. An ad hoc *committee forthwith began drawing up plans for an all-day conference to which would be invited the vast variety of people composing the Great Society, but especially the community leader-types. All kinds of people* did *come to the conference on May 21, 1966, filling the auditorium of the University's Law School. The Guaranteed Income as an idea and some strategies designed to bring it into existence were greeted with enormous enthusiasm. The principal address was made by the leading advocator and modern founder of the idea of a guaranteed income, Robert Theobold.*

technique will not work in a cybernated era for the education and skills required to become a functioning member of society are not now teachable in this way.

The consequences of setting up such camps will, in these circumstances be unsatisfactory and possibly dangerous; for while adults still have not understood the realities of this age, our children are fully aware. Let me give you an example: a Mexican gang in Los Angeles was being helped by an assistant to a Congressman. This assistant asked one of the members of the gang: "What are you going to do when you grow up?" One child said: "I'm going to college," but the others promptly shut him up with the argument: "Don't kid him along. He's a good Joe. You know you're not going to college." And this is what is radically new about our situation. Up until now, the vast majority of the poor in America have never really *felt poor,* for they believed that they were going to be all right—or if they had given up hope for themselves, they were convinced that their children were going to be all right. Today, we have a poor class who know they are poor and who know they are going to stay poor.

Finally, passage of the existing program will destroy the urgency which is increasingly felt—it will make it appear as though we have a program although we actually do not. The amount of money proposed, as has often been pointed out, is not even enough to finance a skirmish against poverty.

The war on poverty *must* be placed in the proper context if we are to win it. At the outset we must recognize that the cost of the campaign on poverty is not the problem—that we can easily afford to provide the required funds. The first step is to recognize that the problem is not economic but moral, psychological and social—how do we challenge the individual and the community so that they will strive to overcome their problems? The second step to winning the war on poverty is to recognize that full employment is an obsolete goal—that the drive to provide toil is obsolete and that the true challenge is to educate people in such a way that they can live a life which will appear meaningful to them, and to their fellow-men.

We must comprehend that the emergence of the cybernated era based on full education means the end of the industrial age based on full employment. This means that the parts of the country which have not yet been brought into the industrial system cannot possibly pass through the industrialization process. This will appear disastrous to many whose highest goal is to enter the industrial age—I, on the contrary, consider it most fortunate. The industrial age required that everybody toil—the cybernated era will allow everybody a reasonable standard of living without toil and will allow the development of a better society.

It is now becoming clear that the values of the industrial age were deeply destructive of human and community values and that it will be extra-ordinarily difficult for the industrial parts of the country and the world to create the values necessary to a satisfactory life in the non-toil, non-consumption oriented cybernated era.

Our key problem stems from the fact that we have made the value of a man synonomous with the economic value of the toil he performs: we fail to recognize that people should have a claim on resources even if they do not toil. The measure of destruction of our values is, I believe, shown in the fact that those living in an industrial society find it natural that people do not receive an adequate amount of food, clothing and shelter even though there is surplus food in storage and the possibility of producing more housing and more clothing if we gave people the money to buy them. We can contrast this view with that of the so-called primitive societies—in many of these it was literally impossible to starve unless the whole community was starving. George Peter Murdoch, the celebrated anthropologist, described the reaction of one group of natives when he tried to explain the problem of the poor in Western countries. There was stark disbelief: "How can he have no food? Does he have no friends? How can he have no house? Does he have no neighbors?"

The poverty in the Western world can only be explained by a failure of conscience, by an unfounded and heartless belief that the poor have only themselves to blame for their situation. The minimum step which we must take if we are to eliminate the poverty which exists in the United States is to introduce the guaranteed income.

The poverty program will not eliminate poverty. This point can be clearly and flatly made and we must therefore challenge immediately and intensively the general belief that the failures of the poverty program are due to its excessively rapid introduction and that substantial improvement can be expected as the program settles down.

Let me now turn to an examination of the advantages promised by the guaranteed income. First, it would allow the immediate elimination of extreme poverty. Given the fact that I believe, as I have already stated, that the most serious problem of those who are poor is a lack of money, I personally consider that this would be a highly desirable result. Unfortunately, too many of those masterminding the war on poverty have forgotten the apathy which comes from insufficient food, the deepening degradation which results from an insufficiency of subsistence funds.

Second, the destructiveness of the means test and other policing measures could be eliminated. There is far too little knowledge of the legally permissible, but morally indefensible, policing measures which result in the destruction of dignity and drive for the welfare recipient. The introduction of the guaranteed income would eliminate the necessity for welfare policing.

Third, the introduction of a guaranteed income would free the social worker to concentrate on developing the potential of those who needed help rather than spending his time determining financial entitlements for his clients. It has been estimated that as much as two-thirds of the time of caseworkers is spent on paperwork: the introduction of the guaranteed income would ensure the almost complete elimination of the social worker's need to determine financial eligibility and thus permit a tripling of the amount of time devoted to aiding people to fulfill their personal potentials. In addition, the relationship between the social worker and the poor individual would change fundamentally for the social worker would possess far less power over the individual's life and would therefore need to relate to him on a personal basis. There will thus be an enhancement of the true role of the social worker after the introduction of the guaranteed income.

Fourth, the increased resources available for all those now classified as poor, following the introduction of the guaranteed income, would greatly benefit the general economic base of the poor. Indeed, the introduction of the guaranteed income would appear to provide the only strategy which can be expected rapidly to increase the sums available in the poor areas of the country, thus increasing the total disposable income and encouraging both the development of business by individuals living in the areas and also the establishment of stores by reputable companies. The competition thus created would drive down the excessive prices only too often paid in the ghettoes and outlying rural areas and would largely eliminate the door-to-door salesman and fly-by-night mail-order houses which exploit the poor with shoddy merchandise and excessive credit charges.

Finally, the guaranteed income establishes the most fundamental human right of all: the right to life regardless of whether the individual can find a job or not. As such, it is an extension of the

civil rights—or more accurately human rights—movement of recent years. If we are to provide dignity to man, his right to an income must be absolute and not postulated on the administrative rules of any organization or the generosity of any individual.

There are other longer-run implications of the guaranteed income, of course, but they are not directly relevant in this context. However, it should be stressed that the guaranteed income will require fundamental changes in patterns of rights and responsibilities: that men will have to learn to accept the guaranteed income as a right and then accept the responsibility to develop themselves and their society.

Such a necessity of fundamental change in attitudes is, of course, the most fundamental objection made to the guaranteed income not only by academic commentators but also by a surprising number of the poor themselves. It is argued that people *should* hold jobs: that the individual's sense of dignity is indissolubly linked with the job that he holds and that it is therefore inappropriate to pass a measure which would require him to accept his income as a right and be given the responsibility for developing himself and his society.

Such a position deserves serious consideration for it is quite clear that many of those who would benefit immediately from the guaranteed income would be those who perceive their inherent sense of dignity in terms of holding a job. It has therefore been argued that we should restrain the development of technology in order to prevent the too rapid elimination of jobs. Quite apart from considerations of appropriateness or desirability, I believe that this neo-Luddite approach must be rejected because of its infeasibility. Gross imbalances have developed because of our past use of technology: these can only be controlled for man's benefits through the introduction of further technological innovations.

It is inevitable that the availability of ever-more advanced equipment and machinery will weaken the economic position of those with inadequate education. The most disturbing study which has so far been developed on this subject resulted from a special census report of the South Los Angeles area following the rioting in Watts during the second half of 1965. The survey showed that during the boom period 1960-65, when general economic conditions in the United States were improving at an unprecedented rate, conditions in South Los Angeles were no better than static, and some key indicators actually showed worsening conditions. For example, the male unemployment rate for South Los Angeles was 11.3% in 1960 and 10.1% in 1965: nationally the unemployment rate for non-white males dropped from 12% to 6% during the same period. Median family income declined in the area during a period in which the typical American family's income rose substantially. A severe problem of ultimate unemployability appears to be emerging. Certain types of workers have insufficient inherent capacities to be worth employing at any job for the socially determined wage rate.

The fact that there will be insufficient jobs does not mean, of course, that we can afford to ignore the problem posed by the fact that life without a job appears totally lacking in meaning to many of those raised in the Protestant ethic. There are many people who still wish to be "employed," who do not have the capacity to develop their own lives within the freedom provided by a guaranteed income. It is extraordinarily unfortunate that many of those ultimately unemployable within the existing job-structured productive system seem likely to be those most in need of structured activity. This is true for the poor, for blue-collar workers and even for middle-management and similar groups with high levels of professional training.

The upbringing and education of those most immediately threatened by cybernation limited their horizons so severely that they cannot benefit fully from the potential abundance which their own work has created. Society crippled these people in order to get them to produce efficiently. As their productive efforts are no longer required, society must not only provide them with rights to adequate incomes but must *also* provide new types of activities which will give them a sense of satisfaction from their lives.

Recognition of the fact that our problem is a shortage of structured jobs, rather than a shortage of work or workers, moves the rather general fears about the unfavorable effects of the guaranteed income on incentive into a more appropriate context. We need to encourage people to work with other human beings and to cease to work for machines and within bureaucratic structures.

This will require the development of what Arthur Pearl and Frank Reissman have called "New Careers for the Poor": the achievement of situations in which individuals without extensive professional training but with empathy for the problems of those who need help can act to aid others. This can only be done through new types of organization: the introduction of a guaranteed income will greatly simplify the provision of new work roles for individuals who will not have to be paid wages. We can anticipate the organization of what I have called "consentives": productive groups formed by individuals who will come together on a voluntary basis, simply because they wish to do so. The goods produced by these consentives will not compete with mass-produced products available from cybernated productive organizations: the consentive will normally produce the "custom-designed" goods and services which have been vanishing within the present economy.

This type of productive unit will continue far into the future for the use of a man's hands is one of the most satisfying ways of spending time. The proportion

of the population spending most of their time in this kind of production will decline, nevertheless, as other activities seem more challenging and education in its fullest sense takes an ever-more central position.

It is essential that we recognize, however, that we face an acute transitional problem. We can reasonably hope to change the educational process so that those still within it come to recognize that structured toil is unnecessary and to accept the freedom made possible by cybernation. On the other hand, it will be far more difficult to help those brought up within the Protestant ethic to realize its irrelevance. During the period of transition, will it be necessary to develop political policies to preserve jobs for the older members of society while challenging the young to work in non-structured situations? And if this is indeed necessary, what social mechanisms can we develop to prevent a profound generational split?

The introduction of the guaranteed income would certainly lessen the incentive to carry out tasks which seem meaningless to the individual involved. It would also increase incentives which would cause the individual to develop himself and his society. This point was well made by Erich Fromm in the recently published book, *The Guaranteed Income:*

> Aside from the fact that there is already no work for an ever increasing sector of the population, and hence that the question of incentive for these people is irrelevant, the question of whether a guaranteed income would not reduce the incentive for work is nevertheless a serious one. I believe, however, that it can be demonstrated that material incentive is by no means the only incentive for work and effort. First of all there are other incentives: pride, social recognition, pleasure in work itself, etc. . . .
>
> Secondly, it is a fact that man, by nature, is not lazy, but on the contrary, suffers from the results of inactivity. People might prefer not to work for one or two months, but the vast majority would beg to work, even if they were not paid for it. . . .
>
> Economic abundance, liberation from fear from starvation, would mark the transition from a prehuman to a truly human society.

We have been dealing with social issues but the most frequent instant reactions to the concept of the guaranteed income are all economically oriented; that there is not enough money, that the changes in tax techniques required to achieve the guaranteed income would be so great as to be totally disruptive, that the guaranteed income would have disastrous inflationary consequences. None of these objections are valid. Clarence Ayres dealt with the first point in his essay in *The Guaranteed Income.*

> What is at issue is the ability of the present economy to provide enough wholesome food, enough warm clothing, and enough rainproof shelter to feed, clothe, and house America's millions.
>
> Does anyone doubt that our economy could do this right now? If so, let him say just what goods and services are unattainable. Doubtless millions of Americans are now suffering from dietary deficiencies, notwithstanding the fact that as a nation we eat too much. But does anyone doubt the ability of the economy to supply the American people with food? Our problem is not whether we can afford basic economic security. It is well within our grasp right now—if we want it.

Objections on the basis of the problem of taxation and inflation are no more valid than arguments based on an insufficiency of resources. It is not generally realized that the money costs of introducing the guaranteed income is of the same order of magnitude as the tax cuts passed under the Kennedy and Johnson Administrations which benefited primarily those with higher incomes as well as the corporations. Initially, inflation did not result from the tax cuts: it would not have resulted if the same sums of money had been used for the introduction of the guaranteed income. The present threat of inflation is due to the very rapid rise in expenditures caused by the Vietnam war.

However, the damaging high levels of spending currently allocated for the Vietnam war will paradoxically provide a second opportunity for the introduction of the guaranteed income. When the Vietnam war ends—as it must—substantial sums of money will be released—these funds could be used for the introduction of a guaranteed income. It can be estimated that the introduction of a minimum Basic Economy Security allowance of $1000 per adult and $600 per child could be achieved at a cost between $15 and $20 billion: this payment would replace welfare and other benefits.

As you have seen, I believe that the guaranteed income is a necessity if we are to move toward a viable society. But analysis alone does not cause change: this can only be brought about if institutions and groups support the adoption of a proposed policy. Prof. Cloward has developed a strategy which appears certain to lead to increased examination of guaranteed income.

However, this will only occur if individuals and groups choose to adopt this strategy, which requires that the poor organize to assert their rights under existing governmental programs. It might be argued that welfare recipients and po-

tential welfare recipients would be too ashamed of their position to organize to assert their rights. The existence of groups in many cities which have arisen spontaneously for this very purpose suggest that such an argument is becoming invalid. In addition, there is rapidly increasing evidence that established civil rights, religious and student groups are considering the adoption of the Cloward strategy. As a result, it appears clear that the guaranteed income will be widely discussed in coming months: indeed a widening range of individuals and organizations have already endorsed the guaranteed income or proposed intensive study of it. Notable among these groups has been the President's Council of Technology; Automation and Economic Progress, consisting of business, labor, and academic leaders; the Democratic Study Group; the President's Council of Economic Advisers; the National Association of Social Workers. Prominent among the individuals have been Whitney Young, Martin Luther King, and James Patton.

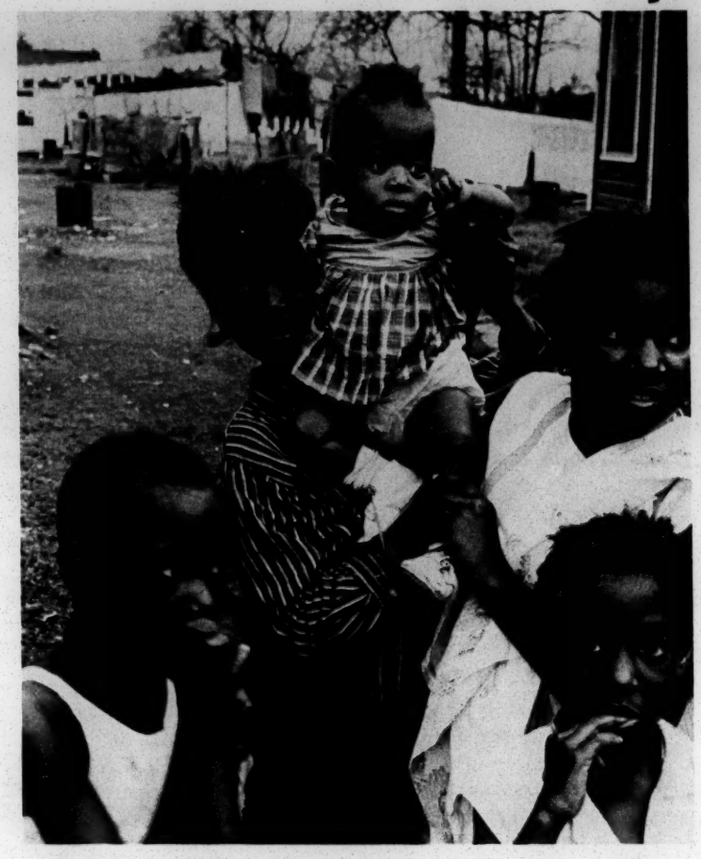
As the debate on the guaranteed income develops, it will be essential that we never lose sight of the key element in the guaranteed income proposal: that the guarantee be *absolute*. Failure to achieve such an absolute guarantee would simply move the excessive arbitrary power presently held by poverty and social work agencies into the hands of the federal government: the potential for destructive control over the life of the individual and tyrannical direction of the society would be increased rather than diminished.

Let me remind you of the proposal I originally made in *Free Men and Free Markets* some three and a half years ago: "We will need to adopt the concept of an absolute constitutional right to an income. This would guarantee the right to an income from the federal government sufficient to live with dignity. No government agency, judicial body or other organization whatsoever should have the power to suspend or limit any payments assured by these guarantees." *The time has now come when we can hope to achieve this goal.*

A Strategy To End Poverty

By RICHARD CLOWARD

FRANCIS FOX PIVEN



Richard Cloward is professor of social work and Francis Piven is a research associate at Columbia University School of Social Work. The following article is excerpted from the working paper of the Leadership Conference on the Guaranteed Income.

How can the poor be organized to press for relief from poverty? How can a broad-based movement be developed and the current disarray of activist forces be halted? These questions confront, and confound, activists today. It is our purpose to advance a strategy which affords the basis for a convergence of civil rights organizations, militant anti-poverty groups and the poor. If this strategy were implemented, a political crisis would result that could lead to legislation for a guaranteed annual income and thus an end to poverty.

The strategy is based on the fact that a vast discrepancy exists between the benefits to which people are entitled under public welfare programs and the sums which they actually receive. This gulf is not recognized in a society that is wholly and self-righteously oriented toward getting people *off* the welfare rolls. It is widely known, for example, that nearly 8 million persons (half of them white) now subsist on welfare, but it is not generally known that for every person on the rolls at least one more probably meets existing criteria of eligibility but is not obtaining assistance.

The discrepancy is not an accident stemming from bureaucratic inefficiency; rather, it is an integral feature of the welfare system which, if challenged, would precipitate a profound financial and political crisis. The force for that challenge, and the strategy we propose, is a massive drive to recruit the poor *onto* the welfare rolls.

The distribution of public assistance has been a local and state responsibility, and that accounts in large part for the abysmal character of welfare practices. Despite the growing involvement of federal agencies in supervisory and reimbursement arrangements, state and local community forces are still decisive. The poor are most visible and proximate in the local community; antagonism toward them (and toward the agencies which are implicated with them) has always, therefore, been more intense locally than at the federal level. In recent years, local communities have increasingly felt class and ethnic friction generated by competition for neighborhoods, schools, jobs and political power. Public welfare systems are under the constant stress of conflict and opposition, made only sharper by the rising costs to localities of public aid. And, to accommodate this pressure, welfare practice everywhere has become more restrictive than welfare statute; much of the time it verges on lawlessness. Thus, public welfare systems try to keep their budgets down and their rolls low by failing to inform people of the rights available to them; by intimidating and shaming them to the degree that they are reluctant either to apply or to press claims, and by arbitrarily denying benefits to those who are eligible.

A series of welfare drives in large cities would, we believe, impel action on a new federal program to distribute income, eliminating the present public welfare system and alleviating the abject poverty which it perpetrates. Widespread campaigns to register the eligible poor for welfare aid, and to help existing recipients obtain their full benefits, would produce bureaucratic disruption in welfare agencies and fiscal disruption in local and state governments. These disruptions would generate severe political strains, and deepen existing divisions among elements in the big-city Democratic coalition: the remaining white middle class, the white working-class ethnic groups and the growing minority poor. To avoid a further weakening of that historic coalition, a national Democratic administration would be constrained to advance a federal solution to poverty that would override local welfare failures, local class and racial conflicts and local revenue dilemmas. By the internal disruption of local bureaucratic practices, by the furor over public welfare poverty, and by the collapse of current financing arrangements, powerful forces can be generated for major economic reforms at the national level.

The ultimate objective of this strategy—to wipe out poverty by establishing a guaranteed annual income—will be questioned by some. Because the ideal of individual social and economic mobility has deep roots, even activists seem reluctant to call for national programs to eliminate poverty by the outright redistribution of income. Instead, programs are demanded to enable people to become economically competitive. But such programs are of no use to millions of today's poor. For example, one-third of the 35 million poor Americans are in families headed by females; these heads of family cannot be aided appreciably by job retraining, higher minimum wages, accelerated rates of economic growth, or employment in public works projects. Nor can the 5 million aged who are poor, nor those whose poverty results from the ill health of the wage earner. Programs to enhance individual mobility will chiefly benefit the very young, if not the as yet unborn. Individual mobility is no answer to the question of how to abolish the massive problem of poverty now.

It has never been the full answer. If many people in the past have found their way up from poverty by the path of individual mobility, many others have taken a different route. Organized labor stands out as a major example. Although many American workers never yielded their dreams of individual achievement, they

accepted and practiced the principle that each can benefit only as the status of workers as a whole is elevated. They bargained for collective mobility, not for individual mobility; to promote their fortunes in the aggregate, not to promote the prospects of one worker over another. And if each finally found himself in the same relative economic relationship to his fellows as when he began, it was nevertheless clear that all were definitely better off. That fact has sustained the labor movement in the face of a counter pull from the ideal of individual achievement.

But many of the contemporary poor will not rise from poverty by organizing to bargain collectively. They either are not in the labor force or are in such marginal and dispersed occupations (e.g., domestic servants) that it is extremely difficult to organize them. Compared with other groups, then, many of today's poor cannot secure a redistribution of income by organizing within the institution of private enterprise. A federal program of income redistribution has become necessary to elevate the poor en masse from poverty.

Several ways have been proposed for redistributing income through the federal government. It is not our purpose here to assess the relative merits of these plans, which are still undergoing debate and clarification. Whatever mechanism is eventually adopted, however, it must include certain features if it is not merely to perpetuate in a new guise the present evils of the public welfare system.

First, adequate levels of income must be assured. (Public welfare levels are astonishingly low; indeed, states typically define a "minimum" standard of living and then grant only a percentage of it, so that families are held well below what the government itself officially defines as the poverty level.) Furthermore, income should be distributed without requiring that recipients first divest themselves of their assets, as public welfare now does, thereby pauperizing families as a condition of sustenance.

Second, the right to income must be guaranteed, or the oppression of the welfare poor will not be eliminated. Because benefits are conditional under the present public welfare system, submission to arbitrary governmental power is regularly made the price of sustenance. People have been coerced into attending literacy classes or participating in medical or vocational rehabilitation regimes, on pain of having their benefits terminated. Men are forced into labor on virtually any terms lest they forfeit their welfare aid. One can prize literacy, health and work, while still vigorously opposing the right of government to compel compliance with these values.

Conditional benefits thus result in violations of civil liberties throughout the nation, and in a pervasive oppression of the poor. And these violations are not less real because the impulse leading to them is altruistic and the agency is professional. If new systems of income distribution continue to permit the professional bureaucracies to choose when to give and when to withhold financial relief, the poor will once again be surrendered to an arrangement in which their rights are diminished in the name of overcoming their vices. Those who lead an attack on the welfare system must therefore be alert to the pitfalls of inadequate but placating reforms which give the appearance of victory to what is in truth defeat.

Responses to Theobold-Cloward from a Panel of Chicago Leaders

What are the basic anxieties of the business community to which must be addressed the theses of this conference? 1. Higher cost and prices. It is very easy to rationalize the rising cost of labor. If I can obtain three or four thousand dollars for no labor or for pleasant labor of my own choosing at my own hours, it is going to be difficult to attract me for forty five hundred a year on a reasonably active forty hour week. This is the real problem: The cost gap between guaranteed income and willingness to work. 2. The guaranteed income will accelerate technological unemployment. The mere existence of this program will produce a greater and greater need for the program and higher and higher numbers of people entering it. It has been clearly demonstrated already that the higher the cost of labor the more willing business is to replace labor with machines. 3. The uncertainty that business always has about the uncertainty of any disruption. The thing that is not clearly understood is the worker-nonworker political power structure. How long will the workers be willing to pay for the nonworkers, let's say, ten years from now? We have done an excellent job of communicating the basic theses of the guaranteed income to ourselves. I suggest we have an equally basic job of communicating now with leaders of the business community.

—David Hardin, Market Facts, Incorporated.

Let's talk dirty political reality. I have more faith in federal administration than I do in state and local control in these matters. But there is no point in kidding ourselves about the dangers of so much power. We are talking about a powerful lever in the guaranteed income that can be manipulated by a power hungry federal establishment. This is a serious danger and it offers serious prospective hazards unless you who are working on the guaranteed income are careful to build political control regulations right into the program. The guaranteed income must somehow be kept as far from political control as possible. We must try to establish a powerful and at the same time non-political federal system of administration or else we will be run over by Daleys and Dawsons in a very few years.

—Al Raby, Convener of the Coordinating Council of Community Organizations

One half of the poverty stricken people work every day. Not all poor people are unemployed. They work. They are maids. They clean up the hospitals. They man the hotels downtown. They park the cars. And yet these people have never said to society, "We do not mind ironing the shirts, parking the cars, cleaning up the hospitals, but we do desire a livable wage for our work." This segment of the population is best equipped to bring the whole question of the guaranteed income to debate. It is the question of what is man. We will not get any place until we relate the question of poverty to the definition of what a man is. The truth of the matter is that right now there is more work than we can do. The problem is that American business and our leaders are not leading people to work. They are leading people into games. Producing cars, couches, and coke is not necessarily work. Or producing guns and bombs. That is not work either. It is squandering our resources and brainpower. We must develop a strategy to direct people to work. We talk, for instance, about the gap between East and West, the Chinese, Russians, and Americans. We do not even know how to speak to each other because we do not know the languages. So we have a lot of work to do learning the Chinese and Russian languages, and nobody is really working on that. There are all kinds of good and useful work, but we are not doing that kind of work, and it needs to be done.

—James Bevel, Southern Christian Leadership Council

To get the guaranteed income into workable public law will require us to face many political and educational problems. The astounding response in this conference shows much more acceptance than was expected. I suggest that the rallying issue for the gathering of a successful coalition necessary to put the guaranteed income into law is a steady insistence on the intolerability and the unworkability of the public aid system as we know it. On that issue it will be easier to get quick agreement, emotional unity, commitment of candidates and public officials, and widespread willingness to take action.

—Leon Despres—Alderman, Fifth Ward.

Donald L. Benedict, Executive Director of the Chicago City Missionary Society, Makes a —

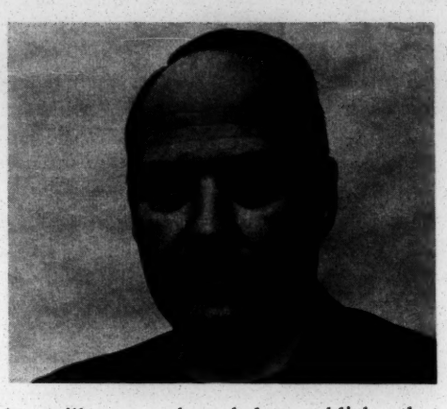
CHICAGO OVERVIEW

Chicago is caught in the throes of a giant chess game. The two contestants, Mayor Richard J. Daley and Dr. Martin Luther King, instead of being pitted in personal encounter are merely symbolic of historical forces of change which can be seen throughout the world. Mayor Daley represents a coalition of old world ethnic groups augmented by both business and labor groups tied together in a political organization of great strength. This coalition, within the limits of political expedience, is capable of rather impressive attempts to deal with the problem of employment, housing and poverty. In fact the present administration, after vowing to end slums by the end of 1967, quite boldly says to the Negro Community, "Tell us what you want and we will get it for you." Given Mayor Daley's present prestige in Washington this statement is credible.

The business and labor communities have been most cooperative with the Mayor. There is no doubt that the business men of Chicago through Merit Employment and many other programs have opened up many new opportunities for Negroes in training and employment. While a few trade unionists have made noises about current injustices involving Negroes, the labor movement, especially the building trades, have made only symbolic gestures toward integration.

Ever since Martin Luther King came to Chicago the Mayor has been seriously engaged in using every department and program of the city, including Poverty Funds, to attack slums. Housing code enforcement has been stepped up, rat control expanded, a massive receivership program under the Chicago Dwellings Association has been inaugurated and urban renewal plans expanded via the cooperation of Robert Weaver and the new Department of Housing and Urban Affairs. In fact the Mayor has actually appropriated Dr. King's slogan "War on Slums."

In the midst of this rising tension Chicago is fortunate in having one of the best police superintendents in the country. O. W. Wilson in the last six years has totally revamped the Police Department and has immeasurably upgraded the force. He is fair and thorough but, like all those in positions of great power, tends to take any criticism of the Department as a personal affront. At least



he will not acknowledge publicly that some members of the force in the lower echelons may possibly use excessive force, abusive and discriminating language in dealing with minority groups. The current positive image of Supt. Wilson makes this problem of police maltreatment even more difficult.

Meanwhile Mr. Wilson is adamant on the question of civil disobedience. Under no circumstances does he believe that a law should ever be purposely broken (Conscience or no conscience). This attitude will undoubtedly increase the tension this summer as Dr. King begins his program of non-violent direct action.

Mayor Daley's opponent in the chess game is Martin Luther King who has closely allied himself with Al Raby, convener of the Coordinating Council of Community Organizations as the local civil rights leader. Dr. King obviously has history on his side. Chicago has been a segregated and discriminatory city for a long time. The expectations of the poor, especially the Negro, Spanish speaking, and southern white poor, have been progressively raised by the Poverty Program as well as by the Mayor's statements.

The gap between these expectations and the reality of Chicago slums must be seen if the *setting* for this chess game is to be appreciated.

While unemployment in Chicago is at an all time low there still remains a hard core of Negro unemployed and underemployed. There are still thousands of people working in hospitals, laundries and small shops who work full-time with yearly income below the poverty level. Thousands of people on old-age assistance, general assistance, or those who cannot meet the residence requirements for public assistance are living below poverty level.

Public education has been a major issue for some time in Chicago. With the retirement of Benjamin Willis as superintendent and the hiring of his successor, James Redmond, one might expect some new developments toward integrated quality education. However, one cannot expect any major upgrading of quality in Chicago ghetto schools without massive increase in funds. Until this occurs only token integration will probably be possible.

Lack of effective "Open Occupancy" legislature has perennially resulted in Negroes paying 20% to 30% more for housing. This is still a major problem. It is generally agreed by most legal minds, even the most conservative, that tenant landlord leases are partial to landlords. While some legal changes are contemplated, Dr. King's staff has proceeded to organize Tenant Unions as a method of changing the unjust power situation.

I think it is fair to say that Dr. King's SCLC leadership has had to make certain adjustments to this northern city. Chicago has numerous community organizations seeking to assist local residents in participating in public decisions. While it has not always been easy, Dr. King's staff has learned to use local organizations in Chicago which have many of the same goals as he does. As yet no coordinated movement has emerged, although all the elements of such a movement are present. At this writing, a major rally for June 26th at Soldiers Field may mark the opening gun of Dr. King's Chicago campaign. The most dangerous aspect of the Chicago situation may be the inability to focus on a major issue where some victories may be achieved. If no issue develops the rising expectations of the Negro Community are liable to break out in undisciplined demonstration which could lead to violence. It is hoped that Dr. King will make every effort to vocalize clearly some issues in which victories can be achieved.

As many Negroes have said, summer in Chicago is always long and hot but in this complex chess game between an enlightened city administration and the tragic forces of history *anything can* happen. Mayor Daley and Dr. King have arrived at a moment of truth. It is a moment filled with the possibility of creative change or tragic violence.

Advisory Commission on
Intergovernmental Relations
in a report on the subject of relocation, this mentions
Impact of Federal Urban Dev
Programs on Local Govt Organiza-
tion & Planning.

COMMITTEE FOR ECONOMIC DEVELOPMENT *711 Fifth Avenue, New York, N. Y. 10022*
Dedicated to the Nation's Economic Health

OUR OBSOLETE LOCAL GOVERNMENTS— NINE PROPOSALS FOR REFORM

Wherever you live -- in city, suburb, country town, or farm -- the chances are your local government is obsolete. Time has caught up with it.

All too often designed to meet the needs of a simpler age than the present, local governments no longer are able to do the work of a Twentieth Century world. They have become encrusted with layers of inefficiency in their efforts to keep abreast with our times.

The 80,000 local governments in the United States now cost about $60 billion a year to operate. They have over 6 million employes. They absorb the full- or part-time energies of 500,000 paid or unpaid officials, from fence-viewer to mayor. Often they are impelled to go, hat in hand, to Washington for their needed funds.

Day by day they are weakening their traditional role as servants of the people who live in them. Often lacking vision, imagination, or dedication -- as well as financial resources -- they badly need reorganization, self-imposed for the most part, if they are to survive and not surrender their prerogatives to some higher, impersonal, and distant authority.

Of course, few local governments are going to disintegrate tomorrow. Some have taken steps to cut crime rates in their rural, suburban, or metropolitan environs. They have spent time, money, and civic effort to lower their mortality rates, to improve their schools, to increase the competence of their welfare programs, to control their traffic, and in the case of larger urban units to clear their slums and renew their central cities. But too often progress lags behind the processes of decay.

This is a reportorial summary of a Statement on National Policy, MODERNIZING LOCAL GOVERNMENT, by the Research and Policy Committee of CED. The complete publication, including footnotes of comment, reservation or dissent, may be obtained from the Committee for Economic Development.

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The Research and Policy Committee of the Committee for Economic Development (CED) urges a nation-wide, "revolutionary readjustment" of the nation's 80,000 units of local government.

This needed readjustment cannot come about everywhere overnight. Nor can it come without strong support in the small town, the suburb, the city, and the county seat. Underlying it must be a desire on the part of the citizenry to maintain and support efficient local self-government as an integral part of the federal system.

Nine major reforms should be started now, if local government is to be rescued from its present low state:

1) Reduce the 80,000 local governments to no more than 16,000.

2) Curtail the overlapping layers of local government now found in most states.

3) Confine popular election to members of the policy-making bodies of government, severely reducing the 500,000 locally elected paid or unpaid officials.

4) Put a single chief executive (either elective or appointive) in charge of all administrative agencies and halt the election of department heads.

5) Replace the "partisan 'spoils' system" found in most counties and many other local units with personnel practices based on merit and professional competence.

6) Increase reliance on modernized county governments (except in New England) to solve the problems of rural, urban, and most metropolitan communities.

7) Give local governments, when modernized, broad legal powers to plan, finance, and execute programs suited to the needs, interests, and desires of their citizens.

8) Revamp the 50 state constitutions to provide for boundary revisions, extensions of legal authority, and elimination of needless government units.

9) Revise terms and conditions of federal and state grants-in-aid to encourage modernization of local units.

These should be the goals of all citizens who want their home environs properly, efficiently, and practically managed. Of course, the goals can be reached only by great effort, by political "savvy", by an end to inertia, by disinterested leadership.

But if these goals can be reached only in the future there are some immediate steps that can be taken. While working toward these broad objectives -- which are offered as such and not as a simple blueprint for any state or locality to adopt in detail -- local governments can do many things to improve their status:

(*) Local communities can make better use of research in solving their most pressing problems, using private financing to develop plans for performing local functions more efficiently.

(*) They can enter into contracts with each other or with private organizations to carry on their daily chores more efficiently.

(*) Existing strong local governments can share their already established technical services (on a cost basis) with smaller units.

(*) County governments can gradually assume many area-wide functions which existing units cannot now perform for lack of resources or jurisdiction.

Why should all this be done?

"The nation's courthouses and city halls," the CED statement says, "have often seemed to lack the vision and dedication -- as well as the financial resources -- to diagnose conditions, devise solutions, and make vigorous response. New functions needed to meet new situations are neglected by most local units, and old functions are conducted without benefit of new techniques. By default, initiatives have commonly been left to more resourceful federal forces. Cast in an archaic mold, unable to cope with new issues, many -- if not most -- local governments are centers of strenuous resistance to change of any kind."

For these and other reasons the costs of local government have been rising rapidly and steeply. Direct expenditures rose from $20.1 billion in 1952 to $45.0 billion in 1962. That is 124 per cent. They are likely to double again by 1972.

From 1952 to fiscal 1964 federal aid to local units quadrupled, and federal aid to the states nearly quadrupled. State aids to local units have continued to exceed state receipts from the federal treasury, but the net difference has grown quite slowly in recent years. Federal aid to states and local units combined is continuing to increase, by an estimated 50 per cent from fiscal 1964 to fiscal 1967.

In 1962 each standard metropolitan area contained an average of 87 local governments (Chicago, an extreme example, had 1,060 local units) and governmental patterns in smaller urban communities are equally unrelated to local needs.

In place of this hodgepodge the country needs an effective system of general purpose government at the local level in every state. This will require major consolidation and elimination of needless layers of government.

Reforms are imperative in rural areas, where 30 per cent of the U.S. population occupy 90 per cent of the land, and support four-fifths of all local governments. The 2,700 counties outside metropolitan areas should be consolidated into no more than 500 units.

Revitalized county governments should become the major units in most states. Small rural townships should be abolished and their functions assumed by newly consolidated county governments. Most, if not all, of the 11,000 non-metropolitan villages, with fewer than 2,500 population, should disincorporate and permit a strong county government to carry on their functions.

Independent rural school districts, too small to meet the needs of the citizens, should be consolidated. In New England there should be drastic consolidations of towns, and weak counties should be abolished. Outside New England there are 102 instances where a single county contains an entire metropolitan area. If an entire metropolitan area cannot feasibly be included within a single county, then multi-county federations should be set up.

Finally, primary reliance on the property tax should be discarded. Local sales, payroll, and income taxes are available alternative revenue sources. These changes should be brought about by legislative action. When this cannot be done, constitutional amendments should be undertaken.

The complete 84-page report is available from CED, 711 Fifth Avenue, New York, New York, 10022, for $1.00, subject to quantity discounts.

July 1966

This summary of a Statement on National Policy by the Research and Policy Committee of CED is issued under the sponsorship of the CED Information Committee: Chairman, C. WREDE PETERSMEYER, President, Corinthian Broadcasting Corporation; FREDERICK S. BEEBE, Chairman of the Board, Newsweek; FAIRFAX M. CONE, Chairman, Executive Committee, Foote, Cone and Belding, Inc.; GARDNER COWLES, Chairman of the Board and Editorial Chairman, Cowles Communications, Inc.; HAROLD S. GENEEN, Chairman of the Board and President, International Telephone and Telegraph Corporation; SIGURD S. LARMON, New York, New York; JAMES A. LINEN, President, Time Inc.; MAURICE B. MITCHELL, President, Encyclopaedia Britannica, Inc.; J. WILSON NEWMAN, Chairman of the Board, Dun & Bradstreet, Inc.; ROBERT H. O'BRIEN, President, Metro-Goldwyn-Mayer Inc.; GEORGE OLMSTED, JR., Chairman of the Board, S. D. Warren Company; AXEL G. ROSIN, President, Book-of-the-Month-Club, Inc.; GRANT G. SIMMONS, JR., President, Simmons Company; EDGAR B. STERN, JR., President, Royal Street Corporation; WALTER N. THAYER, President, Whitney Communications Corporation.

Fri. PM
Feb 18th

Dear Miss Browning:

Help! I've lost all my secretarial friends. Hope you are still willing and available to finish this for me.

I have been putting this off in the hope that I could include a report from a meeting scheduled in Washington 2 weeks ago - but the snows came and the meeting was cancelled. They were to discuss ways and means of creating more job opportunities for Negroes in the business world - just what our report is dealing with.

The flu bug has had me for the past 10 days but feel that I will make it now -

I believe this is ready for a final typing now - I would appreciate a copy when are available. I will contact Mr. Anthony in a few days to see if he needs me for explanations, etc. Thanks again - Sincerely,

R Harris

Feb 21

Dear Paul:

The attached report gives my findings and conclusions in reference to the business-industrial project. Time ~~has been~~ was too short to allow for a study in depth, but even so, I trust that the conclusions drawn will be of value to the expanding program of the Southern Regional Council.

I have enjoyed these past weeks very much, and it has been a rewarding experience for me to be associated with you and your fine staff. One cannot help but be impressed with the SRC when he sees and learns of the many activities that are carried on in the various programs. I would like to think that some daywe may again join forces in another worthwhile endeavor.

I will be available for conferences in reference to this project, or if you feel that I may be of assistance in any other way, please let me hear from you.

Thank you again for your interest, your cooperation, and your friendship.

Sincerely,

Russell G. Hanson

(MR. H. [redacted])

Never mind: it's on the back page!!

JB.

P R E F A C E

The Southern Regional Council concerns itself with the betterment of all aspects of Southern life.

The business-oriented project conducted from November 15th to December 31, 1965 concerned itself primarily with the economic opportunities of the southern Negro and with the relationship of the SRC to southern business and industry. These have a direct relationship to the betterment of southern life.

The major purpose of the project is to determine if there is a need to develop a program within the SRC that would be of value to business and industry in the South.

This is not necessarily a program of action but rather one to stimulate thought and to bring about discussion regarding what may be appropriate action at a later date. As has been stated, we are trying to project - not promote.

The Civil Rights Act of 1964 and especially Title VII have created situations that have never been faced by southern business before.

By and large, industry has taken a leading role in creating a more harmonious race relations atmosphere than has any other segment of business or society. All firms must meet the minimum Federal requirements but many have been anxious to develop a more positive program that would go beyond the legal minimums.

There are still some firms that do not fully understand this legislation but all are making every effort to make sure that they are complying. The National Association of Manufacturers has done an excellent job in informing their members on the legislation. This is an area in which the SRC could be of assistance to many firms.

The conclusions drawn in this report are based on opinions, ideas and suggestions. There are few absolute facts or statistics involved with the findings.

Interviews and conferences were held with Federal, State and local officials as well as with management in business and industry. The interviews were conducted with three ideas in mind:

1. What are the greatest needs of southern business firms in the broad area of race relations? How could the variety of services from SRC be of value in this area? What is the image of the SRC as seen by industry and business?
2. What, if any, action has been taken by business in this field and also what action are they prepared to undertake? We are looking for specific programs that have been tried and also looking for an exchange of ideas and suggestions.
3. IS THERE A willingness on the part of individual firms to support the program of of the SRC in a financial way?

Knowledgeable people from twelve Southern states were contacted but only six of the states were actually visited: Virginia, North Carolina, South Carolina, Georgia, Alabama, and Mississippi. Over a hundred interviews were held during the seven weeks, ranging geographically from Washington, D. C. to Columbus, Mississippi.

Over a million new jobs have been created in the South in the past ten years, but less than 10,000 of these new jobs have been filled by Negroes. This is a large part of the challenge we face today.

[redacted]

Negro employment (or lack of employment) is still the number one problem. Employers say they would hire more Negroes if they could find "qualified" personnel. We need to look for ways to motivate business leaders to offer more effective training programs in order to utilize this vast labor force.

Although the South is now an integral part of the American economy, we are still below the national levels of income and capital accumulation. This is due in a large measure to the racial injustices that still exist. For this reason (and others) I feel that the SRC should develop a more direct relationship with business and industry than the present program offers.

As a result of Federal legislation and the progressive leadership of some employers, Negroes have made great progress during the past year in the direction of achieving equal rights and in increasing opportunities for better jobs.

- one large industrial plant hired more Negroes in the past year than in the previous ten years

- firms such as Western Electric and Douglas Aircraft are hiring Negroes for highly skilled and technical jobs, including professional engineering positions.

- cities, counties and some states are hiring personnel on a non-discriminatory basis.

This trend will continue to improve but not at as rapid a pace as it should. We must continue to utilize farsighted, intelligent, local leadership in each community as well as work directly with State Councils on Human Relations.

This battle is never really finished anywhere. Every firm visited must continue to try harder. Each business firm must decide what can and should be done to help reach the company's goal - then act to do it.

The Southern Regional Council could be of assistance to business in helping to alleviate the many inequities, that exist today. Business must inform Negroes of existing job opportunities and make sure that promotion examinations will be revised to guard against any discrimination in the company.

Statistics show that 47% of our Negro families earn less than $3,000.00 a year which is considered poverty level. Almost three out of every ten families have an income of less than $30.00 per week. These figures substantiate the fact that there is still a great racial imbalance in our hiring practices as well as in our wage levels in every state in the South.

SUMMARY

Department of Commerce statistics show that the past five years have been the best years ever for the American Negro. The figures show that Negroes have better incomes, higher living standards, and that hundreds of thousands of them are escaping from poverty.

These economic gains have come during the same years when Negroes made more progress in civil rights than had come during the previous century. And, it is in the field of economic gains that the major problems of the Negroes will rest during the years ahead. For, the problems of Negroes are problems of the whole community.

Until the Negro citizen has equality of economic opportunity, he cannot really have the civil rights which years of struggle have given to him. (He cannot, for example, buy the meals in the restaurants now open to him, or see the movies now open to him, or send his children to the colleges now open to them.)

The Negro cannot have real equality of economic opportunity until he is qualified to fill the jobs he seeks. The answer must come through better educational facilities.

In a recent talk in Charlotte, Franklin D. Roosevelt, Jr., Chairman of the Equal Employment Opportunities Commission, said that businessmen must play an active role in developing educational facilities in their communities. Discrimination in jobs, Roosevelt said, is more a question of skills than of race.

Providing those skills is the job of the whole community. It must be done in the public schools, in special education centers, in the colleges. In some communities, it has been done for specialized groups by businessmen themselves.

The fact that more and more Negroes are finding jobs in fields closed to them just a few months ago will provide the encouragement others need to prepare themselves for such jobs.

Every man who is given opportunity to work at the job which utilizes to the fullest all his talents becomes a real asset to the community. He is able to buy his home, to pay his taxes, to buy the clothing his family needs, and to buy good food for his family. In doing those things, he does his share of keeping the wheels of business turning. And, he pays his full share of taxes, thus reducing the load other taxpayers would have to bear.

RECOMMENDATIONS

Any suggestions made would be an adjunct to the present program.

1. Publish a report dealing with the role of business and industry in the field of race relations. In many instances, they have taken a more positive stand than any other segment of society. This report could be published in The New South or [redacted] a special mailing piece MAY BE SENT to a revised mailing list.

2. Invite more business people to be actually involved with the SRC or, better still, have them as members of the Council.

3. Strengthen the ties between the SRC and the State Councils on Human Relations.
   a. An SRC staff man should be employed to deal directly with business in the various states. We should present positive plans, ideas, and programs for business.
   b. He must be able to meet with local management in an open exchange of ideas. Business must be aware of the many servies offerd by the SRC.
   c. The SRC should schedule at least four meetings a year with State Councils - workshops, programs and active participation of state executives.
   d. Invite officials of other organizations of similar nature as well as business people to participate on the program.

4. It is extremely important that qualified, trained Negroes be placed on the interviewing staffs of Federal, State and local employment offices. Negro applicants would feel freer to inquire about job training and job opportunities - often a Negro is timid

about admitting to a white interviewer that he lacks the information he needs about "where to start" in improving his status.

Increased efforts should also be made to place trained Negroes in the personnel departments of business.

5. Acquaint employers with Negro Colleges and Universities in their own states and show them the value of active recruiting programs in each of the schools.

6. Develop a closer working relationship with organizations such as:

a. Plans for Progress

b. National Association of Manufacturers

c. Members of the National Citizens Committee

d. Local groups such as the Association of Huntsville Area Contractors. (AHOC)

e. Local Negro leadership groups for the purpose of recruiting and training people for available jobs.

f. The industrial and vocational training facilities in a given community

7. Conduct a job census (or use figures provided by the states) showing the percentages of Negroes holding various job classifications in a community or in a state) The racial imbalance in some states would be startling.

Maintain a close affiliation with

8. The state agencies that are responsible for the economic development in their own state. These offices have access to a vast amount of information, facts and figures that could be of value to the SRC program.

a. An exchange of mailings would be of interest. These state agencies could profit by receiving

the SRC Newsletter, economic information and copies of The New South.

b. Information on the SRC and the services available to each other would be helpful.

c. A list of business and industry in the state as well as accurate information on various firms may be available to the SRC.

These suggestions could be implemented by an additional staff man and should bring about a closer relationship with business and industry within a matter of a few months.

Financial support for theSRC was not found during the evaluation but this is understandable. Very few business firms are familiar with the Council and MANY have never heard of the SRC. If we ever expect to receive this type of assistance, it is imperative that the staff of the Council work with business and acquaint their leaders with the programs of the SRC.

What helps the economically deprived, helps the entire business community. Again, I must say that if the SRC is to obtain financial support from the world of business and industry, it must CARRY ON a well planned program of information and re-education. IT MUST help the business man and the industrialist realize that improvement in the economic status of the Southern Negro means improvement in his business also.

Notes

Many persons were contacted in reference to this study. I found that the people that were familiar with the SRC and its programs were of much more assistance than the business firms that were not familiar with the SRC.

Members of the Staff and SRC members were most helpful in ~~giving~~ providing opinions and suggestions. I would like to acknowledge the valuable assistance of Paul Anthony, Ed Lewis, Emory Via, Moreland Smith, Pat Waters, Miss Browning and all the other ~~members~~ staff that were so helpful.

Members of the Council were also most helpful and cooperative: Miss Josephine Wilkins, Nat Welch, Lee Thomas, John Wheeler, Benjamin Moore, Dave Scull and many others.

Additional names of firms and persons contacted will follow soon.

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(These names may change, but the
addresses are correct)

3. Employment

a) State legislation calling for minimum wages laws, health and safety regulation, maximum work laws, and workmen's compensation laws giving the advantage to Negroes with the least work service and on the basis of need. Child labor should also be prohibited.
b) State regulation of private employment agencies, requiring them to also place Negroes as a condition for liscensing. Complaints of a substantial nature should be ground to have them revoked.
c) Increase unemployment compensation for Negroes, who are the last hired and first fired.
d) Add Negroes to the State Department of Labor and employment agencies at all levels.
e) Negroes should receive more temporary appointments, provisional appointment, appointment without examination and easy transfer and promotion of Negroes. Add Negroes to the State Merit boards and State Civil Service Commissions.
f) All state agencies should actively recruit and hire Negroes, not just interview them. Each agency should be given at first a certain quota and a certain time limit and certain positions to be filled.
g) No dismissal unless referred to and approved by the relevant department in the Resource office.
i) State office of Economic Opportunity should be set up especially in the depressed rural areas of the state. Poor People Cooperatives should be set up giving jobs to low income rural families, along with teaching them a skill. The products could be bought by the state.
j) Standardizations of salaries on all levels enforced, and Fair employment Practices laws passed.
k) In addition, section b and c of the previous report under Employment can be heeded.

4. Law: Enforcement and Administration

a) Hire Negroes at all levels of the State Law enforcement agencies, i.e., from the State Police force to the special services and in the administration.
b) Add Negroes to all phases of the National Guard (actively recruiting them from Negro high schools with R.O.T.C., etc.).

c) Appointment of Negroes to the State Fire Marshall offices.
d) Appointment of Negroes to the Attorney General's office, as State Solicitor or to his office and Justices of the Peace.
e) States need to inquire into their jury system so as to include more Negroes on it in cases where Negroes are involved in serious crimes.
f) Hire Negroes at all levels in the State Penal institutions.
g) Put Negroes on Parole and Probation Board, hire Negro probation officers.
h) State Police Community Relation Board to assist the local police and people in understanding the duties and obligations of law enforcement office, their duties, etc.
i) Plus the recommendations of the previous report.

5. Housing

a) State legislation calling for open occupancy in both private and public assisted housing.
b) State housing board established, or a department of the Resource office, with Negroes on it to assist local agencies in helping to remove discrimination from housing. It can also police old housing to insure compliance as well as new housing.
c) Increase the amount of public housing for Negroes.
d) Add Negroes to the State Planning Commission, and the State Highway Board in or at all levels.
e) States require Realtors as a condition for liscensing not to discriminate, but to make available their listing to Negro clientele. Complaints in great amounts should be grounds for revoking the license.
f) Establish an urban removal department of the Resources office to assist local people displaced by urban renewal to get relocated.
g) State legislation calling for Fair Neighborhood Practices 'anti-block busting' by realtors.
h) Plus the suggestions offered in the previous report.

6. Voter Registration

"Nothing is to be gained by increasing the quantity of the vote without improving its quality."

a) Therefore, states must provide political education, in terms of the ballot, voting machines, and registration for Negroes, when they go down to register.
b) State should appoint Negro election commissioners.
c) Negro poll workers in all Negro districts.
d) Reduction of, and valid polling places. Gross non-voting in all Negro districts should be investigated by the State election Commissioners.
e) Negroes should be appointed to the State Delegations going to the national political conventions.
f) Plus the previous recommendations.

7. Medical and Hospital Services

a) Appoint Negroes to the Public Health Department in all capacities.

b) Supervision and training of Negroes' Midwives.
c) States should supply free birth control pills through its Public Health facilities to mothers with large numbers of illegitimate children, rather than sterilization. They should also increase their efforts to educate the poor both in terms of contraceptives, and communicable diseases.
d) State regulation of Private Hospitals should require non-discrimination and enforcement of it.
e) State mental institutions must employ Negroes on all levels and in all capacities.
f) State should pass a socialized medicine law.
g) State should call a conference of Negro doctors and Registered Nurses to study the problem and offer more specific suggestions.
h) Plus the recommendations of the previous report.

8. Farm Employment, Training, and Ownership

a) Increase or develop the agricultural community relation services of the Negro state colleges' agricultural programs.
b) Add Negroes to all levels of the State Department of Agriculture.
c) More State farm markets need to be created to help dispose of the truck farmers' products.
d) Farmer institutes established on permanent bases.

e) County agents should be sent out with home economists and demonstration experts.
f) State loans set up to needy farmer, and farm hands who have worked as share-croppers but desire to become independent.
g) Land received by the State through wills, gifts, and tax deficiencies in rural areas should be sold to poor and needy farmers for minimum cost.
h) Plus the recommendation of the previous report.

9. State Legal and Judiciary System

a) Appoint Negroes as Justices of the Peace.
b) In states where possible, Negroes should be added to the State appellate and Supreme Courts.
c) Public defender system should be set up with Negro lawyers who have failed the Bar and are desirous of passing it, to act as apprentices.
d) Assigned council--for poor people with little ability to pay.
e) State legal aid society should be created to aid Negroes in their plight.
f) Negroes should be added to the Coroner's office, to the Public Prosecutor's office and Solicitor's office.

10. Recreation

a) More integrated State parks around the standard metropolitan areas.
b) More or closer supervision by the State over the county and local agencies who regulate amusement centers.
c) State require private amusement centers to practice non-discrimination as a condition of licensing.
d) Special commission created to study the needs of the State in terms of where community and recreational facilities can be built, in both rural and urban areas.

11. Consumer Credit Code

a) State truth in lending bill.
b) Restraint on small loan companies, ceiling on interest rates, etc.
c) Credit law allowing only repossing or suing for the balance due, but not both.
d) Watchdog department created in the Resources office to deal with poor Negroes who have suffered from or been victims of unscrupulous loan sharks.

e) A commission to study the Loan Business and the Negro community.

12. Social Agency

a) An agency should be created in the Resources office to foster more social awareness and social contact between the two communities, i.e., calling for integration of P.T.A. meeting, church meeting, professional meeting, etc.

13. Political Action

a) Negro political appointments should be made by the Governor to all the State agencies and departments, if only on a temporary or ex-officio basis.
b) The Governor acting as head of the State Party should appoint Negroes to party positions throughout the state party organization.

14. Religious Action

a) Negro chaplins should be appointed to all State penal institutions, mental hospitals, homes for dependent children, homes for the aged and juvenile delinquent homes.
b) In-service training should be given to those who need it to qualify.

15. Legislative Action

a) Continuous and new legislation.
b) Removal of all previous legal restraint and restrictions on Negro life, including marriage.
c) Gradual phasing of all agencies created by the state to help Negroes previously in the Resources office.

16. Publicity

a) A department should be created in the Resources office to make the State program known to the Negro community, especially the poor and deprived who may fail to get the news.
b) State should hire Negro College students during the summer months to go into Negro neighborhoods to disseminate information about the program.

17. Research

a) A research department should be created in the Resources office to continue research on the municipal, county and local governments to specify what they can do to help the Negro.

18. Private Agency

a) A Council of Federated Civil Rights organization should be encouraged to emerge. This Council should consist of all of the responsible civil rights organizations, like the NAACP, Urban League, Southern Regional Council, and SCLC. This Council could assess, evaluate, criticize and offer aids in helping things to progress.

Econ - Gen

Georgia Is Trailing Mississippi In Growth of Non-Farm Jobs

8-5-66

By JIM MONTGOMERY
Constitution Business Editor

Mississippi is still low man on the nation's economic totem pole, but it outpaced Georgia in growth of both manufacturing and total non-farm employment from 1955 through 1965.

So, less surprisingly, did Florida and North Carolina, with Tennessee and Virginia also in there pitching.

Among 10 Southeastern states, Georgia did grow fast enough during the past decade to remain second in manufacturing employment and third in total non-farm employment.

But its growth rates were relatively unspectacular.

PAY WIDENS GAP

At the same time, Louisiana, Kentucky, Alabama and Florida widened their already big leads over the other Southeastern six in average wages paid to factory production workers.

Latest performance data on the regional rivals came Thursday wtih publication of a 740-page volume on employment and earnings statistics for all states from 1939-65 by the U.S. Labor Department's Bureau of Labor Statistics.

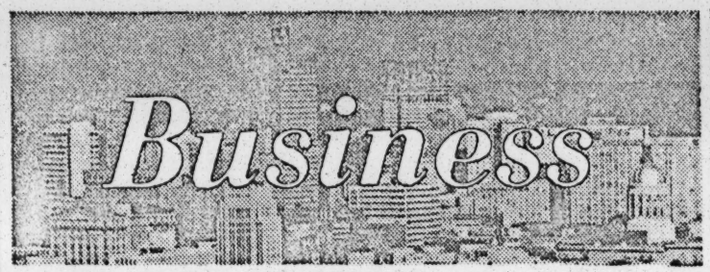
It followed by only two days a survey showing that for the past 10 years Georgia has lagged behind in the region in landing new plants that cost upwards of $50 million each.

RIVALS MOVES FASTER

The new government figures provide added confirmation that some of Georgia's rivals moving faster.

Take total non-farm employment last year as compared with 1955. Florida, with an increase of 659,500, or 68 per cent, shot into the regional lead with a total of 1,625,400.

North Carolina slipped to second with a total of 1,415,600, up "only" 356,200, or 34 per cent. Georgia held third with an increase of 290,800, or 30 per cent



— four of the 10 states grew faster — to 1,250,300.

Next came Virginia, up 300,300, or 33 per cent, to 1,212,300; Tennessee, up 240,300, or 28 per cent, to 1,107,900; Louisiana, up 174,700, or 24 per cent, to 900,200; Alabama, up 181,200, or 26 per cent, to 884,100; Kentucky, up 137,900, or 22 per cent, to 758,100; South Carolina, up 150,700, or 28 per cent, to 683,700; and, finally, Mississippi, up 126,700, or 36 per cent — the region's second fastest growth rate —to 480,700.

A more specific measure of industrial expansion is provided by the figures on manufacturing employment, again comparing 1965 with 1955.

N.C. STAYS AHEAD

North Carolina remained in the lead with an increase of 126,600 (largest numerical gain, or 28 per cent (fourth largest percentage gain), to 587,000. Georgia, with an increase of 65,400 (fifth largest numerical), or 20 per cent (eighth largest percentage), held second with 400,300. Still third with Tennessee, up 90,700 (third largest numerical), or 31 per cent (third largest percentage), to 387,300.

Virginia remained fourth, up 67,000, or 26 per cent, to 321,900. South Carolina, up 62,700, or 27 per cent, advanced to fifth with 293,100. Alabama fell a notch to sixth with 275,800, up 39,500, or 17 per cent.

Next came Florida (overtaking two states) with 250,500, up 103,600 (second largest numerical gain), or 71 per cent (largest percentage gain); Kentucky, up 38,100, or 23 per cent, to 206,200; Louisiana, up only 2,000, or 1 per cent, to 156,800; and still hindmost in total, Mississippi with 151,600, up 46,900 (seventh largest numerical gain), or 45 per cent (second largest percentage gain).

NONE EXCEED AVERAGE

And then there's another telling category in the Bureau of Labor Statistics compilation — gross average weekly earnings of factory production workers. None of the 10 Southeastern states equalled or exceeded the national average of $107.53.

Closest was Louisiana with $107.44, an increase of $37.89 since 1955. Kentucky was up $31.07 to $102.82; Alabama up $33.29 to 93.63; Florida up $33.27 to $91.37; Virginia up $28.26 to $87.56; Tennessee up $24.63 to $85.27; Georgia up $28.61 to $82.61; South Carolina up $25.47 to $78.77; North Carolina up $23.71 to $75.17; and Mississippi up $25.18 to $74.98.

The BLS volume also ranks 155 of the nation's metropolitan areas in terms of gross average weekly earnings of factory production workers, and, as might be expected, the Southeastern cities don't congregate near the top of this list.

FLINT PACES LIST

It is headed by Flint, Mich., at $166.26. At the other end is Fall River, Mass., with $69.38.

Only four Southeastern cities top the U.S. average of $107.53 —Louisville (44th on the list) with $120.68, Birmingham (45th) with $120.27, New Orleans (87th) with $109.48, and Mobile (92nd) with $108.58.

The region also is represented on the list by Pensacola (96th) with $107.02, Atlanta (103rd) with $104.39, Savannah (106th) with $103.34, Shreveport (107th) with $103.10, Memphis (117th) with $97.11, Knoxville (118th) with $96.63, Tampa-St. Petersburg (119th) with $95.68, Norfolk - Portsmouth (122nd) with $95.24, Richmond (123rd) with $95.00, Jacksonville (125th) with $93.48, Chattanooga (126th) and Nashville (127th) with $92.74, Roanoke (135th) with $86.60, Charleston (136th) with $86.53, Miami (137th) with $85.48, Jackson (141st) with $82.65, Charlotte (142nd) with $80.41, Greenville (145th) with $78.38, and Greensboro-High Point (149th) with $75.76.

Georgia's Bank Debits Climb

Georgia banks recorded a 10 per cent increase in bank debits in June 1966 over June 1965.

The Federal Reserve Bank of Atlanta reported that the dollar volume of checks and other withdrawals from demand deposit accounts amounted to $6,761 million in June 1966 compared with $6,173 million in June 1965.

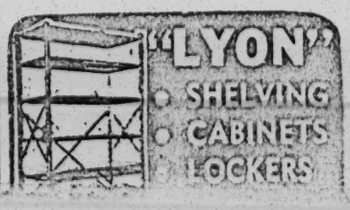
Bank debits are considered a reliable indicator of total spending and business activity, since about 90 per cent of business transactions is settled by check.

The largest dollar volume increase, 11 per cent, was reported in Metropolitan Atlanta

Butter and Eggs

ATLANTA EGG MARKET

All prices held unchanged. Demand fairly good despite very limited feature activity. Supplies fully adequate on all sizes. Prices to retailers, consumer grades, white, store delivery, cartoned, per dozen—extra large 53-58½, mostly [illegible] mostly 51-52, me[illegible]



He can argue the following points:

The civil rights assistant can scrutinize the operations of state departments and agencies from his special point of view and can recommend ways to eliminate government regulations which, innocently or otherwise, allow segregation to continue. He can confer with state officials about alternative procedures, and he can inject into the discussions he sparks the experience of others in the nation who have dealt with similar problems. At a very minimum, he can point out the consequences which are likely to follow from any set of policies under consideration. ~~and can, therefore, enable~~ state officials ~~to~~ can then see more clearly whether ~~a projected outcome is~~ those policies are consistent with the aim of promoting equal protection of the law.

The civil rights assistant ~~may seek~~ can ~~to work out a~~ attempt develop strategy for gaining acceptance for a state anti-discrimination act. Placing such an act on the books has the obvious effect of harnessing the state's police power behind efforts to eliminate discrimination. The enactment of the Civil Rights Act of 1964 does not make a state act superfluous. Titles II and VII invite state leadership by providing that state and local authorities, acting under state and local laws, shall have the first chance to eliminate discriminatory public accomodations and employment practices.

Passage of such legislation has another effect which may be even more important. It puts into motion an education process that turns the whole state into a classroom on the rights of every American. The enactment of anti-disc. laws in other states has established new ~~[illegible]~~ standards of behavior which, in turn, have shaped new attitudes toward racial bias which, in turn, have contributed to its elimination. (p. 4 of Summary of 1964, 65 State Anti-D Law, on file with Congress)

At the end of this report is a reprint of the Model Anti-discrimination Act ~~developed~~ prepared by the Nat. Conference of Commissioners on Uniform State Laws. This model act suggests the type of legislation needed.

ranging from 22 to 42%.

It would seem that the way for the South to gain a larger share in the growth of the nation's economy is to stop specializing in slow-growth industries and improve its competitive advantage in the rapid-growth industries. ~~The~~ rapid-growth industries, like electronics & communications, ~~however~~, are not, however, interested in cheap labor. They need highly trained (educated) labor, and they are willing to pay high wages to get it. Highly trained labor in the South is scarce. Only 35.3% of persons 25 years old and over have completed 4 years of high school or more. The percentage of such persons for the U. S. as a whole is 41.1, and the northeast, north central, and western sections of the country either equal or exceed the national percentage.

What are they?

Source? Year?

Within the South, once again, custom has forced the Negro population to be the least able to share in the responsibility for upgrading the labor force. Of white persons 25 years old and over in the South, 9.1% have completed 1 to 3 years of college. The percentage for the Negro population is a meager 2.9%.

other statistics? H.S.?

To attract skilled workers, technicians, engineers, and managers, the South needs educational and cultural facilities of quality. These facilities provide the stimulus for the technological innovation upon which the rapid-growth industries seem to thrive. Many of these industries, therefore, tend to be less heavily oriented in a cost sense to major inputs or markets and more likely to consider the general educational plant of a region--a less tangible but equally vital resource. A figure which only begins to measure the general educational plant of a region is elementary and secondary school expenditure per pupil. Of the 14 states which ranked lowest in per pupil expenditure for 1964-65, 10 were southern states.

= ?

= ?

where 11th?

It is clear that in per capita income, concentration of poverty, ~~economic and educational level of the Negro population~~, ratio of employment in agriculture and manufacturing, ratio of slow-growth to rapid-growth industries, general educational achievement, and community facilities, the South displays a poor record. The cumulative disadvantages from specializing in low-wage, slow-growth industries and failing to develop available human resources are of such proportions that the South cannot afford to be idle. It is in no position to over-

state better

aggravated income of the Negro and some such

For the Negro pop., this record is even grimmer.

look any steps that sound like the logical ones for attracting rapid-growth industries. It is admittedly difficult to determine the exact reasoning that leads a firm to locate in one place rather than another, but ~~this uncertainty does not mean that there is nothing a region can do to attract certain kinds of industry.~~ All other things being equal, a healthy firm is more likely to prefer an attractive community of educated citizens than an ugly community of low taxes + ignorance. The same steps that...

II

Southern state governments can choose to adopt and implement policies that will create attractive communities of educated citizens. If they do not, their inaction has far more serious consequences than it could have at any other time. Why is this?

State governments are existing at a time when the activities, services both public and private, sought by the citizens of this country are being performed with the use of increasingly specialized tools. This narrowing of activity brings increased efficiency, but it also increases the dependency of one person upon thousands of other persons, of one business firm upon thousands of other firms, of one agency at one level of government upon thousands of other agencies at other levels of government. This interdependency is what we mean when we say our society is complex. Because of this intense interdependency, a seemingly innocent decision taken in one business firm or government agency has a profound effect on other business firms or government agencies. The decision may have been just the signal needed to make a particular program possible, or it may have thwarted the program completely.

For example, a state may authorize the construction of a highway which will cut through an area ideally suited for low-cost public housing. Using its power over public finance, a state may prevent its central cities from expanding their sources of revenue to meet new demands on their budgets. Thus, as a policy-maker sifts through the data necessary to make a decision, it becomes important for him to recognize as relevant certain information which at one time he may not have considered at all.

Added to this complexity is the fact that our society is changing at an accelerating rate of speed. With each sector in our economy so dependent on other sectors, the need becomes great for countless adjustments to be made so that each sector will be changing at as nearly the same rate of speed as the other sectors. Unfortunately,

our society can be most often characterized by the uneven rate of change of its various parts. Side by side stand the tools for creating a society of abundance and the millions who do not know how to use them and who daily become more and more a group of outsiders forever unable to catch up. Those people who do have educations . . . .

If this is an accurate interpretation of our society, it is easy to see that each action or lack of action, because of its possible repercussions, carries with it a larger responsibility. State constitutions and statutes authorize or prohibit numerous actions which, taken together, illustrate the tremendous responsibility of the states for the welfare of their citizens. No set of departments and agencies probably has a greater impact on the daily lives of Americans. Since the end of World War II, state and local governments have increased their expenditures and their functions at a far faster rate than the federal government has expanded its non-war budget and activities. It is clear, therefore, that state governments occupy a key position in reducing the friction caused by an uneven rate of change. (Their acknowledgment and acceptance of this position is crucial to the development of the southern region.)

III

We have suggested that the principal building blocks of economic development are people with the appropriate knowledge and training. Each person has to acquire the skills that allow him to hold a job in that sector of our economy which is growing and to keep up-to-date as the demands of his job change. But every individual feels cheated if his educational experience does not also make him aware of himself as an active member of society, able to do his part in controlling his own future and able to call this country his own. Active, educated, hopeful people develop a state. Any other kind ~~is~~ are a burden on the economy which no state can afford. A state loses practically all the productive capacities of poorly educated people who in a thousand ways feel there is no place for them, and state governments have to channel off ~~huge~~ too large a portions of their scarce revenue just to keep these kinds of people alive on welfare or confined in prisons, reformatories, homes for the retarded, or mental hospitals.

sec. on education

The investment to create this kind of people may seem high, but it happens to be the investment with the highest return.

Along with this bulk of these ruined people of ruined humanity are the materially more fortunate citizens of a state, who ~~publicly~~ in public pay homage to democracy by approving policies for helping the poor help themselves. Since ~~publicly~~ in private they show no sustained interest in seeing these policies carried through. Concern for democracy is weak,

~~without doing anything at all~~ respond with the only alternative they have — they become poorer

Representation of the poor, ~~especially Negroes,~~ in the recent anti-poverty programs, ~~however,~~ has been the exception rather than the rule. So the poor, ~~especially Negroes~~, ~~respond by~~ becoming poorer and more alienated, and the wealthier citizens have to live with this constant reminder of their own basic dishonesty. Since living with dishonesty is uncomfortable, people try to forget the fact that they do not mean what they say, and the eating away of moral fiber that follows can empty this country of anyone capable of enjoying the very real achievements of our civilization. And, after all, is this enjoyment not the end that lies behind economic development?

I'm not sure I follow this analysis — we have somehow jumped from all poor to all Negroes... would it be better to keep on with all poor — nothing that majority are Negro, but not all Negroes of the South? The point is this

State government officials who are leaders of their people are supposed to anticipate the problems their states may face and arrange to meet them. They have in their power the means to show their constituencies that to improve the economy of the South means to improve the position of the Negro. If southern state governments have a real interest in avoiding waste--of time, money, and people--so that they can get on with the task of improving the ec., they must take the actions they are capable of taking to end the custom of excluding Negroes from any opportunity to advance themselves.

Not only do state governments have this responsibility; they are the logical units of government to end racial discrimination. They are the units through which the Federal government in the end must operate, and they are the units which set the limits on what counties, cities, and special districts can do. They also are the units which can atune themselves most keenly to the stresses of urbanization. (This kind of pivotal position is the natural place to look for ~~leadership~~ action.) = ?

Another reason for state government action is that changing the pattern of racial discrimination is essentially a state and local matter. Where is a new employment policy announced? Where is a door opened to a previously restricted neighborhood? Where are police hired? Where do school boards convene to decide how far above state-prescribed minimum standards they want to go?

? but what about complaint that we've already got enough Fed Cases.

Most important, where do people look for an example of fair practice or a glaring evasion of it? Their governments. And the immediacy of a state government makes it a powerful educative force. A declaration by a state government of its intention to take the

necessary steps to end racial discrimination and thereby develop all its human resources would be a statement of uncountable value in setting the tone for the future. The sooner a state gov't. ~~acts~~ . . . .

The following are suggestions of the kinds of steps the states can take. to create a setting in which - - -

#

① Let's avoid seeming to say new plants the only reason for doing right - Think you mostly successful on this... But perhaps stating it on p. 3 might not hurt -

② we need to round out ... not ending on note that desegr is all ... should be a section on this as probably greatest problem... But then end up on a note of total problems: Economic: Education: Human values etc.

presence of the poor constantly reminds the citizens of their own basic dishonesty.

This friction refers mainly to the helpless position of under-educated, under-housed, under-employed, under-legally-protected people living in a highly technical, competitive society that is in a rush. State governments have the formidable task of keeping at least a step ahead of this rush in order to retrieve these people from their dead-end lives and give them ~~the chance to be useful~~ reasons to ~~people who~~ respect themselves and society. Since there is more poor education and housing, more underemployment or complete lack of employment, and more violation of the right to equal protection of the law among the Negro population than among the white, any state program for human resource development that excludes the Negro population is bound to fail. And state politicians will be increasingly liable to fail at the polls if they ignore ~~the changes occurring~~ (the changing power base) in their constituencies due to reapportionment and the growing numbers of Negro voters.

Thus, it is not only economically sound but politically wise for so. state gov'ts. to take the actions they are capable of taking to end the custom — ~~Furthermore,~~ they are the logical

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JOSEPH HAAS, COUNSEL
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Southern Regional Council, Inc.
ROOM 201, 5 FORSYTH STREET, N. W. ATLANTA 3, GEORGIA
[illegible] 8764

A Council to attain, through research and action, the ideals and practices of equal opportunity for all peoples in the South.

too readily assume that they know how often to help the poor

But these people don't try to find out how the poor view their own needs

In private, these people ~~too readily con~~ have already concluded too readily conclude that the poor do not know what their needs are.
~~how to articulate~~ their needs

It is no surprise, then, that the poor often do not fit into or benefit from programs designed to "help them help themselves." So they resp. , & their presence

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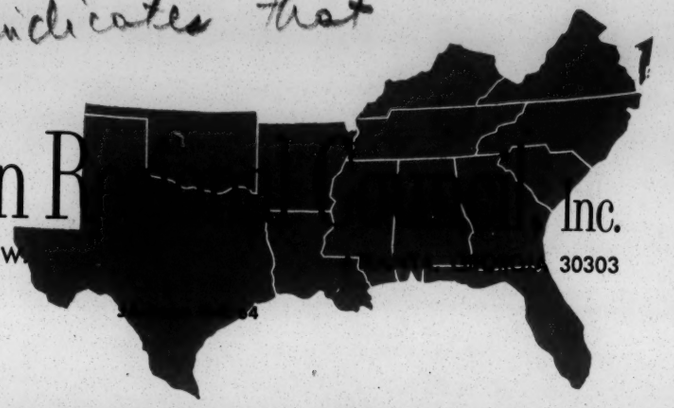
→ The data collected indicates that



Southern R[redacted] Inc.
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A Council to attain the ideals and practices of equal opportunity for all peoples in the South

Research by the ACIK ~~gives ample evidence for the need of such an economic assistant~~ is helpful in showing the states' need for an economic assistant like the one just described ~~above~~. ~~This~~ The Commission's study of interg. relations in the poverty program strongly suggests that the level of state technical assistance, quant. & qual. by, both from the state anti-poverty agency & from ~~other~~ state line agencies, is inadequate. ~~absence lack of funds does not seem to be the trouble. Data which they collected points out that the best~~ ↑ the problem does not seem to be an insufficient level of OEO funding. Every southern state is providing technical assistance ~~funding~~ at a funding level lower than that allocated to ~~them~~ it by OEO on the basis of a measure of the incidence of poverty. (Table B-5, p. 268, ACIR report) ~~A~~ The Commission ranked the states on total Economic Opportunity dollars spent per poor person. As of April 1, 1966, 7 of the 10 states lowest in the ranking were southern states. Only one so. state, Ark., was in the upper half of the rank, but its position was only 27th (Table B-9, p. 271) ~~A~~ A report appearing in the NYT ~~stated~~: (quoted in comm., p. 143)

~~Economic assistant~~

In ~~designating~~ shaping the office of economic special assistant, ~~to handle all programs designed to make ec. independence possible for everyone~~, the governor may build upon ~~the~~ this state's ~~office of the ~~economic opportunity~~ anti-poverty agency established in response to the Economic Opportunity Act of 1964. The responsibilities of the economic assistant would be those of the present state anti-poverty coordinator, only more broadly conceived.

a more broadly conceived version of the responsibilities of the
an extended version

The economic assistant can ~~make~~ improve the state's operations ~~better~~ in ~~two~~ the following ways: ~~he can make sure that state depts + agencies, and designated anti-poverty~~ related

he can take steps to increase the amount and quality of technical assistance to state and local agencies authorized to administer anti-poverty programs. He can develop procedures to relate existing state programs with those initiated under the Economic Opportunity Act. When knowledge is gained ~~through~~ administering an anti-poverty program and this ~~knowledge~~ when ~~of~~ the personnel ~~engaged in~~ ~~charge~~ who ~~operate a given~~ program gain ~~new~~ knowledge about ~~an~~ anti-poverty ~~programs~~ ~~how to deal~~ ~~disadvantaged~~ ~~declining~~ ~~with poor people~~, and this knowledge could improve the operation of the ~~traditional state~~ line ~~departments~~, such as labor, health, welfare + education ~~the economic assistant can make sure that the transfer of this knowledge occurs.~~

Included in the Comm's study is a ranking

When ~~are the state's services be sufficient~~ will?

to reverse the statistics mentioned earlier in this report.

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~~He can make sure that personnel heads of the traditional state line depts. learn about the experiences of anti-poverty program personnel~~

He can make sure that anti-p personnel share the knowledge they gain about ~~how to~~ working with disad people with the heads of the traditional state line depts, such as labor, health, welfare, & education. The assistant He can then confer with a dept. head about desirable changes in ~~this~~ their dept's operation based on this knowledge. He will be in charge of anticipating problems which may arise as a result of civil rights enforcement and recommending to the appropriate state agencies the steps they will need to take in order for the state's services to benefit everyone equally & sufficiently &

~~These data~~ Comparing the states in this manner do not mean to imply that more money necessarily produces a quality program. If wealthier states, however, have ~~seen fit~~ felt compelled to request more money per poor person, ~~it is hard to understand how southern states would not need more money.~~

It would seem that the So. States should be doing the p. necessary planning ~~to spend much greater amounts than they have so far used~~ → use at least the full amount allocated to them and more, if possible.

The rural areas of the South especially need the stimulation which a state govt. is uniquely situated to provide.

A former southern governor, Terry Sanford, expressed the kind of contribution the states ~~might~~ ~~could~~ might make in these words:

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Someone on the staff to oversee "co independence" & not just anti-poverty programs because basic state responsibilities have such an effect on the anti-poverty programs. p. 77, Adv. Comm. Poverty Recisions.

~~In setting up~~ position of

The special assistance for co independence ~~the state should try to provide some way for state govt. to operate~~ should signify the state's recognition that its long-standing responsibility for the quality of public ed. & public welfare ~~at stearing~~ ~~credit~~ means that it already possesses a the tools "built-in" anti-poverty program

→ be one which signifies that the state ~~recognizes~~ has always possessed

?

Points → technical assistance functions which states need to improve on, p. 99 & p. 268.
→ coordination assistance, p. 103

I. The governor can issue a policy declaration which commits state government to the protection of civil rights and the promotion of economic opportunity for all southerners. ~~In taking such a step.~~ The governor can define the state's position in a way that no other state official ~~can~~ is able to do, ~~and he can create a climate in which it is increasingly hard to oppose such a good. At the same time he opens~~ ~~will make~~ available to state officials a ~~large number of supporters~~ who are only too ready to stand behind a gov't. dedicated ~~to~~ this end.

the support of a large number of people

~~We suggest that~~ For those people who are still afraid to ~~speak~~ (make public) publicly (in public) about their (private) approval of civil rights & ec. opportunity for all, the gov ~~statement~~ & consequent actions may ~~act~~ give them enough security to unlock their opinions. If state gov's ~~do~~ do not ~~waste~~ ~~their chances to seek~~ enable them to seek every chance to enable people to release their opinions, they will help to promote a tragedy—personal & regional—that did not have to be.

The governor may consider various techniques to ~~demonstrate the firmness~~ show state personnel that he means what he says. He may call to a conference ~~for~~ the heads of the state departments and agencies to spell out what the policy declaration means for each one. He may issue special memo-

(over)

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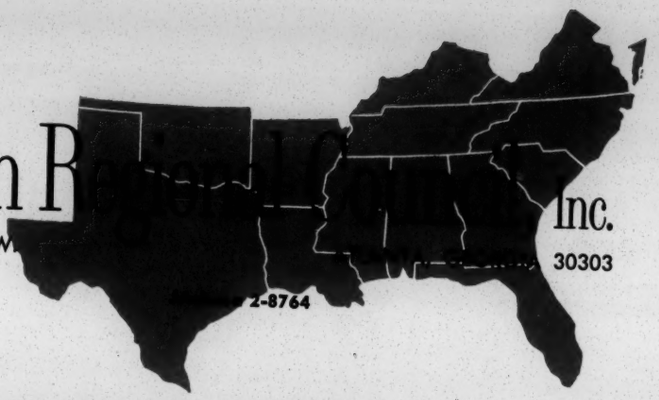

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randa to these personnel and to other key officials like the head of the state employment service, ~~head of~~ the boards responsible for licensing ~~realtors~~, real estate brokers, and school superintendents. In any of these encounters, he has the chance to point out (~~Potomac Institute~~) the legal foundations of his authority to promote civil rights in the Fourteenth Amendment to the Am. Constitution prohibiting the states from denying equal protection of the law to any person and the 1880 U.S. Supreme Court decision that ~~the~~ the 14th Amendment's prohibition of racial discrimination applies not only to the legislative action of the state but equally to the acts of its executive officials. (p. 38 of Potomac Institute.) He may also point out the constitutional principle which has emerged from a series of Supreme Court rulings beginning in the 1940's that the prohibition of the Fourteenth Amendment applies whenever "to some significant extent the state in any of its manifestations has been found to have become involved" in private acts of racial discrimination. Thus,

pp 38-41. footnote (again)

(3.)

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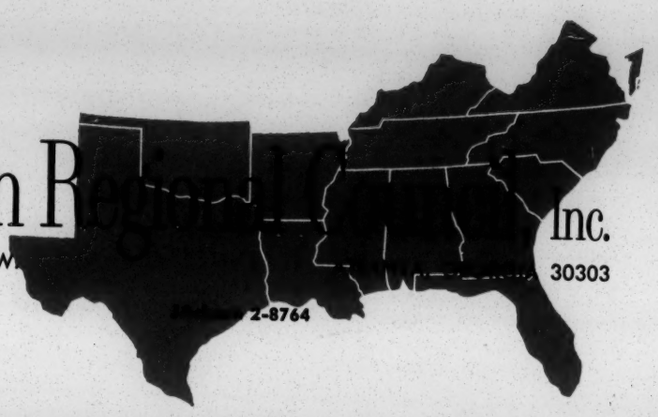

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state officials cannot legally support or assist restrictive racial practices by public officials or private persons.

The governor will need staff assistance to carry out the state's commitment to protect civil rights & promote economic opportunity for all. He may place within his own office a special assistant for civil rights and a special assistant to handle all programs designed to eliminate economic dependence. These two assistants should have a relationship like that of Siamese twins ~~in order to~~ so that there will be the greatest possible chance that the actions of one or these two functions, no matter what organizational form they may take, will support the actions of the other. For example, when one assistant may be working with the state dept. of ed. on school integration, the other assistant needs to be working with the dept. on raising the quality of instruction in every school district in the state. The philosophy behind such coordination

is that integration *per se* is not the goal but is only a necessary step toward improving the quality of ~~services~~ the state's services to everyone.

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Civil Rights Act of 1964 does not ~~intent~~ ~~relieve the states from the responsibility~~ make a state act superfluous; ~~in fact~~ Titles II and VII invite state leadership by providing that state & local authorities, acting under state & local laws, shall have the first chance to eliminate discriminatory ~~employment &~~ public accomodations & employment practices.

~~This use of the state's police power~~

~~Passing~~ Passage of such legislation ~~may~~ has another effect which may be even more important. At the end of this report is a reprint of the Model Anti-Disc. Act developed by the _____.

This model act suggests the type of legis. needed.

~~The groundwork for the governors of the~~ economic assistance ~~in charge of matters of ec. independence~~ state governments ~~have already done the groundwork for the~~ begun to ~~prep~~

~~By scrutinizing the operations of state dept's. + agencies from his special point of view.~~ The civil rights assistant can ~~study~~ ~~study carefully~~ ~~scrutinize~~ the operations of state depts. + agencies from his special point of view and can recommend ways to eliminate ~~practices found to be discriminatory~~ govt regulations which, ~~intentionally or~~ innocently or otherwise, allow segregation to continue.

He can confer with ~~the~~ state officials ~~concerned~~ about alternative procedures, and ~~can make available~~ ~~obtain the advice of specialists~~, both govt + private he can inject into ~~all~~ the discussions he sparks the ~~opinion and~~ experience of others in the nation who have dealt with similar problems. At a very minimum, ~~consequences of actions~~ he can point out the consequences which are likely to follow from any ~~number~~ act of policies under consideration and can, enable a ~~certain act~~ state officials to see more clearly whether ~~conduct~~ is consistent with the aim of promoting ~~civil~~ equal protection of the law.
a projected outcome

The civil rights assistant may seek to work out can consider a strategy for gaining ~~to win~~ acceptance for a state anti-discrimination act. ~~Such an act has~~ ~~transport~~ Placing such an act on the books ~~origins~~ harnesses the state's police power behind efforts to eliminate discrimination. ~~but the chief value of the act~~ ~~Further, promote the public welfare~~ Secondly, the campaign ~~It also~~ puts into motion an education process that turns the whole state into a classroom on the rights of every American. ~~(State govt's exist to protect the rights of~~ ~~why shouldn't they campaign for them?)~~ The ~~national~~

Do we want to spend the profits of our ~~ec~~ this way?

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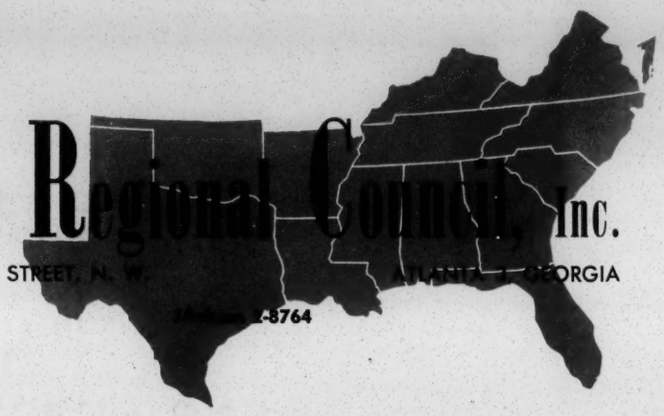

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2

The sooner they act the better, for time has a way of compounding problems so that later action is always more expensive.

~~which state gov't wants to pay a higher price when~~ what

the sooner a state gov't ~~acts~~ takes such steps ~~take these steps~~ the better, ↑

a word about the present expense of leaving the human resources of the region untapped. ~~There is not only the loss of action, ed. hopeful people the only kind that can dev. a state.~~ There is also the huge portions of scarce state revenue to channel off just to keep practically all the prod. capacities of poorly ed. people who ____ them.

State gov't's cannot measure this expense simply in terms of the loss of ~~In addition, state~~ gov't's have to in addition

This friction refers, namely, to the ~~inability of the southern region~~ helpless position of under-educated, under-housed, under-employed, ~~if not unemployed~~ under-legally-protected people, living in a ~~complex economy~~ society which ~~day by day~~ highly technical, competitive society in a rush (that is)

~~The changes~~ State govt's have ~~to~~ kept (at least) a step ahead of this rush ~~to~~ in order to ~~give these people~~ the opportunity to find useful ~~places~~ retrieve these people from their dead-end lives & ~~make~~ give them useful ~~number~~ the chance to be ~~of this society~~ ~~citizens~~ people to respect ~~themselves~~ themselves & society. the formidable task of

Since there is more ~~the incidence of~~ poor education and housing, more ~~unemployment~~ underemployment or complete lack of employment; more violation of the right to equal protection of the law ~~higher~~ among the Negro population than among the white, any state program for human resource development that excludes the Negro pop. ~~cannot possibly be effective~~ is bound to fail. And state politicians ~~will be more likely to fail~~ increasingly will be increasingly counting failure at the polls if they ignore the changes occurring in their constituencies due to reapportionment and ~~the growing Negro franchise~~ ~~increased~~ Negro voters. ~~registration.~~ the growing no's of

~~State officials have in their power the means~~ to show their constituencies that ~~a healthy economy cannot develop~~ Because of the intense interdependency of human lives in this period of our history, ~~these state officials~~ political leaders ~~must inform their people~~ ~~a development cannot that this~~ cannot ~~expect to~~ ~~Count one part of the pop. backward & expect the other part to develop a healthy economy, and state~~

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employment opportunity?

equal unemployment opportunity!

a way of life
how

the poor — the rich | "the elite"

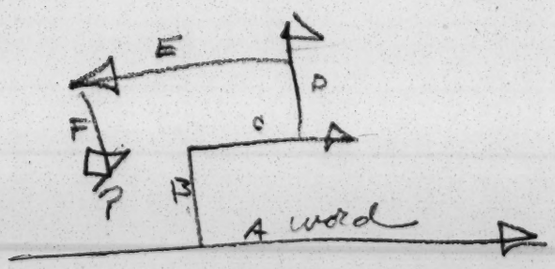
The materially more fortunate citizens of a state also lose. These are the people who have the means to be responsible for the survival of democracy. A great number of them, willing to admit to this responsibility only under pressure, pay homage to democracy in public by approving policies for helping the poor help themselves. In private, ~~these people~~ the more advantaged people too readily conclude that ~~the poor~~ the less advantaged people do not know ~~what~~ their own needs, ~~are~~. It is no surprise, then, that the poor often do not fit into or benefit from programs designed to "help them help themselves." So they respond with the only alternative they have--they become poorer and more alienated, and the wealthier citizens have to live with this constant reminder of their own basic dishonesty.

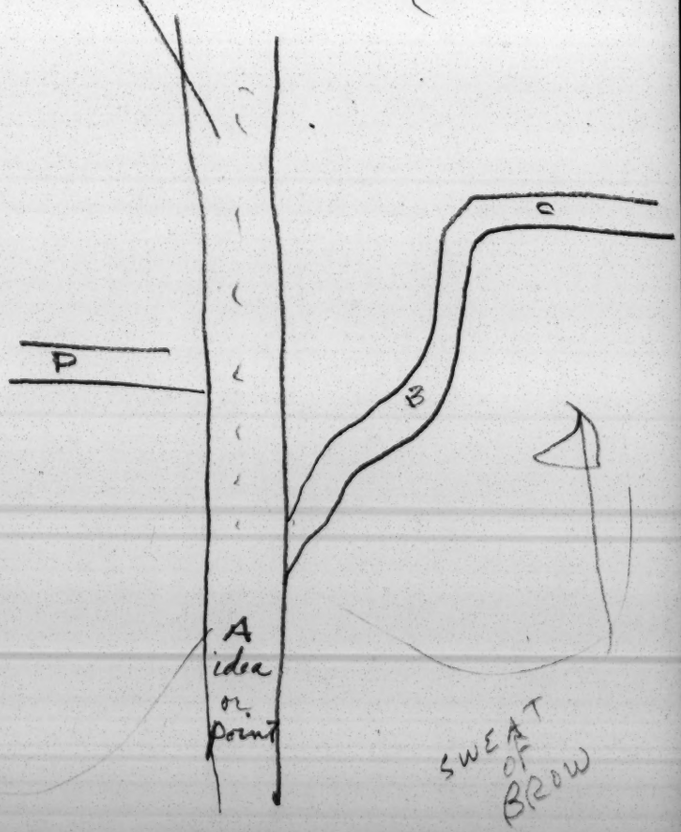
The presence of the p

Now the presence of the poor constantly reminds the wealthier citizens of their ~~own~~ dishonesty. ?

What is our attitude toward the poor?

We love when the poor stay poor?
a damper on the quality of our lives.





VAGUE

Economic development cannot do all things. On it we cannot place the entire burden of civilizing man to the point that he will at last be able to say that he has lived among his fellows. All we can say is that without economic development, it is extremely hard to keep up the momentum of the civilizing process, much less accelerate it. (or, that a lack of ec. dev. can effectively impede the civilizing process.)

no light thing.

State governments cannot do all things either. But they can create a setting in which equal opportunity is more, rather than less, likely to occur. In so doing, state governments will have done a very important thing. They will have made it possible for every person to choose whether or not he wishes to participate ~~constructively~~ in the age-old dialogue about what are the worthwhile endeavors for man.

Equal opportunity to enter this dialogue ~~should~~ ~~to be the real goal of any~~ ~~State government~~ ~~stands behind other goals~~ that

~~And we need all the help we can get~~

more, rather than less.

~~have brought us closer to a time when every person~~ all the

~~will be able to choose~~

~~State gov't should aim~~

~~most valuable~~ grandest

will be the ~~real~~ achievement of the Am. people

MEMO

from the desk of _____

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1a

State governments in the South have ~~always~~ long been concerned ~~with~~ about the development of their resources and the conservation of all that is productive within their boundaries. The most important resource in the South is its people. We invite the southern states, therefore, to take a closer look at the full extent of their human resources and the wide reach which their conservation and development efforts could take.

The chief reason for southern states to look more closely at the ~~economic possibilities~~ resources of the ~~southern~~ region is, of course, that the economy of the South still lags behind that of the rest of the nation. In 1964, average per capita personal income in the South was $1,909 as compared to $2,550 in the U. S. as a whole. Of the ten states which ranked lowest in per capita income, nine were southern states. None of the southern states equalled or exceeded the 1965 national gross average weekly earnings of factory production workers of $107.53. The South, with slightly over 20% of the nation's population in 1964, accounted for 33% of the nation's farm employment and only 17% of the nation's manufacturing employment. Figures for 1962 show that almost 44% of all the poor in the nation lived in the South. ~~That same year~~ Also in 1962 almost ~~xxxx~~ a third of the families in the South lived in poverty, compared to an eighth of the families in the Northeast, a sixth in the north central region, and a seventh in the West. Obviously. - - -

~~The South is the dominant slow-growth region in the nation.~~ The South ~~It~~ is an area which has specialized heavily in agriculture and mining--both noted for slow-growing ~~industries~~. In addition, within agriculture, the South has tended to specialize in forage, tobacco, and cotton, which are slow-growth sectors of agriculture. In manufacturing, the area has tended to specialize in nondurable goods or the processing sectors which are the slow-growth sectors of manufacturing. * The result is

~~And~~ most serious of all in its consequences for the southern economy has been the practice of preventing virtually all of the 20.6% of the South's population who are Negroes from taking any creative part in the economic life of the region. (Instead of being in a position to help their communities, Negroes are forced to pull the entire economy down by being those people most deeply entrenched in the cycle of poverty.) Figures for 1962 show that 60.6% of the southern Negro families ~~in the South~~ earned less than $3,000 a year, compared ~~to~~ with 25.2% of ~~the white~~ southern families ~~in the South.~~ This disparity is equally evident in the figures for ~~unattached~~ individuals rather than families: 73.1% of ~~southern~~ Negro~~es~~ southern earned less than $1,500 a year, compared ~~to~~ with 48.7% of southern white~~s~~. These figures reveal even more about the economic plight of those seven southern states that have a Negro population

are especially serious for than what?

MEMO

from the desk of

¶ The materially more fortunate citizens of a state also lose. These are the people who pub. who have the means for ~~being~~ to be responsible for the survival of democracy. ~~Also~~ a great ~~many~~ majority of them, ~~only slightly aware of~~ ~~their responsibility~~ ~~publicly~~ willing to admit to this responsibility only under pressure.

In order to help the state gov't's help themselves, ~~their people and country~~ their wealthier citizens, ~~the~~ their poorer citizens, ~~the Negro, white, southerner in this country~~ both Negro & white, we offer the following suggestions for creating a setting in which

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If elected state officials ignore the growing no's. of Negro voters

~~Excluding the Negro pop. will prevent elected state officials from securing the support~~

and Negroes are gaining the voting power to make ~~policies of~~ the cost of discrimination ~~costly at~~ too high in terms of ~~polls~~ votes ~~lost~~ at the polls. The successful ~~state~~ politician will have to compete for the growing no's of Negro voters ~~have failed to help this people~~, ~~Negro votes~~. Thus, the state pol'n will ~~not be~~ hurting himself & he will be a policy of disc. will hurt the ~~p~~ state pol'n ~~too~~ in and

White House Conference (p. 11)

The statistically defined unemployment rate, involuntary part-time employment, & idle members of the working age population — actual total unemployment rate among Negroes approximates 12% of the working age pop. This rate is of crisis proportions.

If Negro unemployment were lowered to the current unemployment level of whites, the resulting gain in the Gross National Product would be $5 billion. If the average productivity of the Negro labor force equaled that of white, the resulting gain in the GNP would be $22 billion. These gains, totaling $27 billion, do not include the further increment that would result if Negroes obtained jobs commensurate with their abilities & training. However, some investment is necessary to achieve these gains.

The losses translate themselves at the community level into depressed purchasing power for goods & services, social tensions, & the high costs of welfare assistance, delinquency, & illness.

(p. 56)

Indictment of state govt's in education field.
Again, the costs of not upgrading ed. p. 57
p. 58 about revenue restrictions & needs.

— Whenever an idea seems to be involving too much money, point out that more money will be involved, in the longer run, if the idea is not implemented.

(p. 59) re: ~~pub.~~ expenditure on education.

(p. 70) — Southern schools of education — new curricula

(p. 72) — function of education — "creating unity . . . schools as strategic centers

(p. 79) "As long as we approach this problem on the basis of Federal supplementation, Fed. bailing out or Fed. arm twisting on locally run educational patterns, we will be pursuing this issue at a conference a decade from now."

(p. 80) focus on school boards + superintendents as stumbling blocks. Here again, fed. action urged. ∴ if states want to keep this responsibility & influence . . . .

(p. 81) - goal of $1000 per pupil contrasted with $4,300 in a juvenile detention home. Ck. figures like this.

Obvious but oft-forgotten advice of - don't state something you're not willing to carry out. Or at least, the need, in matters like this, to be aware of the expectations you are raising. (get that in somehow?)

(p. 84) where conferees ask that "freedom of choice" plans be eliminated & ineffectiveness of complaint procedure because of intimidation.

— Integration of school boards. Move responsibility to effect guidelines from Negro to school board.

Point - investigate procedural methods which can be quicker than ones previously relied upon. (complaint procedure - legal type thing). This admittedly is difficult, but procedures involve cases where people are out of work in the interim. This is certainly serious enough to warrant quicker, tho perhaps, inevitably, not as careful, methods. (p. 85)

Point - someone in charge of making sure state govt. is taking full advantage of fed. programs. Where these are not felt to be effective enough, states

real citizen education.

experiment with programs of their own. In this way, experience could be gained which could provide valuable feedback to other state gov't's & fed. gov't.

(p. 86) revised teacher training & curricula.

(p. 87) to encourage the creation of new jobs where certain functions are seen to be vital & there is no one to carry them out. If the functions can be carried out by existing offices, arrange for this. These kinds of things are evidence of the importance attached to the job. Similarly, if a haphazard arrangement, says the opposite. — that the state does not value the activity.

(p. 89) Keeps vocational ed. up to date & tuned to the needs of less advantaged ~~children~~ students & guidance. Thru these counselors or another way, disseminate info about opport. in higher education presently available. (tutorials & financial aid).

Housing. (p. 94) - "State gov't's have clothed these suburban jurisdictions with the power to zone the use of the land & to control the issuance of building permits in such a manner that only housing for the affluent can be built there."

"The dimensions staggering — but no larger than Am's space ventures, etc."

See Weaver's statement for 1966 Act (my notes). esp. point about broad so that won't be unfair - Make rules of the game the same for all — in the housing market, it's imperative if any change. ~~is to be~~ Rationale for gov't. action here is plain since gov't. action is responsible in part for segregated pattern.

Criticism of laws (eg 1966) - absence of administrative enforcement machinery. (pg. 96)

See p. 96 - rec's for state action - state licensing authorities should require all licensed brokers, etc. (e.g. state real estate boards)

[General point - state agencies concerned with housing, ed., etc. search for qualified Negroes as employees. If none can be found, establish "trainee" positions.]

p. 101 - state govt's should supplement Fed. & local programs for increasing supply of low & mod. income housing. Investigate existing fed. laws, esp. on rural housing, with intent of encouraging local govt. to take advantage where they are not doing so. (or priv. groups)

p. 105 - Rec's for state action. (local zoning, codes, etc.)

p. 114 - "and the only pressure that I can see is Fed. pressure." (point of here is the chance to prove that state govt's can deal with 20th cent. problems ~~are not moribund.~~ If you lose the chance here, the chances are the trend toward bypassing state govt's on important issues will become irreversible. This suggestion does not mean for state govt's to attempt things totally beyond their means, but to be an active, perhaps the more active, partner in fed.-state efforts. This attitude rises from having given a careful look to the future with the intention of avoiding waste - of time, money, & people. Who would deny the states this goal?)

123 - state enabling legislation to create metropolitan type govt. Need for metropolitan planning & various local jurisdictions to cooperate. (govt. reorganization point.)

ADM of JUSTICE

p. 132 - "judge, justice of the peace, prosecuting attorney, etc."

140 - removal to fed. cts.

141-2 - state govt. action re courts.

p 142, 43 - police.

"Modern business methods" (143) applied to entire state govt. ~~organ~~ apparatus. following logic that if you want an organization to do its job, you have to supply the tools. (Connected to govt. reorganization.)

143 - state action.

Community relations unit - (144) ?

155 - health services.

~~What is administrative enforcement?~~

Existing state laws which have the effect of thwarting ~~the~~ state dev. should be examined with the intent of repealing or modifying.

Research

Bob Anderson

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STATE CIVIL RIGHTS LEGISLATION — 1965

I.

Introduction

The major progress made in developing laws in the federal Congress protecting the right to equality of treatment has been matched by equally spectacular advances in many state legislatures.

Since 1945 more and more states have been adopting laws aimed at securing equality of opportunity in employment, education, housing and in access to places of public recreation and accommodation. The year 1965 witnessed not only a continuation, but even an acceleration of this process.

This first issue of Law is intended to spell out the recent steps taken by state legislatures throughout the country toward enhanced protection of civil rights. Twenty-one states enacted new laws of this type in 1965, and eleven strengthened such laws which were already on their statute books.

Six states, three in the Middle West and three in New England, enacted for the first time laws directed against discrimination in housing, bringing the total number of state laws directed against housing discrimination to seventeen.

Ten states, ranging from Nevada in the West to Maine in the East, adopted fair employment practice laws, bringing the total number of states with such laws to thirty-four. Five states, all west of the Mississippi, finally adopted enforceable laws against discrimination in places of public accommodation, bringing the total number of states with such laws to thirty-five.

A number of states which already had on their statute books laws against discrimination took action to strengthen those laws and to expand their coverage. Thus Colorado, Connecticut, New York and Pennsylvania added to their laws against housing discrimination a provision empowering the courts to issue temporary restraining orders to prevent an owner or operator of housing accommodations from disposing of accommodations which are the subject of a complaint while the enforcing agency has pending before it such complaint.

Kansas, Minnesota, Missouri, New York and Pennsylvania lowered the minimum number of employees needed to make an employer subject to their laws against discrimination in employment.

Progress was not limited to the strengthening of laws against discrimination. Wyoming and Indiana, the only states outside of the South which still had on their statute books laws banning interracial marriage, repealed those laws. Ohio, concerned about renewal of Klan activity within its borders, adopted two laws aimed at policing the Klan. California adopted a law against paramilitary organizations. This was the result of exposure of some of the Radical Right groups which sought to promote vigilante action and training in the use of guns supposedly to prevent threats from the Left.

By no means may it be assumed that every effort to strengthen laws protecting civil rights proved successful. Although fair housing bills were introduced in at least twenty-one states, fair housing laws or amendments strengthening existing laws were adopted in only thirteen states. There were similar failures in connection with efforts to strengthen laws against discrimination in other fields.

On the other hand, efforts by opponents of civil rights laws to impede fair housing laws were rejected in Texas and elsewhere, though in Dayton, Ohio a city charter amendment was adopted which made any proposed fair housing ordinance there subject to referendum vote.

It should be noted in concluding this Introduction that this issue of Law will make no reference to civil rights legislative developments in the states relating to the desegregating processes in the South or to laws repealing state legislation requiring or permitting racial segregation. Reports of such developments have been made available on a bi-monthly basis by Southern Education Report, and there is therefore no need to include such a report in this publication.

II.

Progress, State by State

(1) *Alaska* – Alaska adopted an omnibus bill prohibiting discrimination in employment, public accommodations and housing, a consolidation of various enactments which had been passed in previous years. The 1965 Act adds one new provision banning discriminatory financing practices in housing. No financial institution receiving an application for financial assistance for the acquisition, construction, rehabilitation, repair or maintenance of a housing accommodation or the acquisition or improvement of unimproved property, may 1) discriminate against the applicant because of race, religion, color or national origin in a term, condition or privilege relating to the obtainment or use of the institution's financial assistance; or 2) make a written or oral inquiry or record of the race, religion, color or national origin of the person seeking the institution's financial assistance. The State Commission for Human Rights consisting of five Commissioners appointed by the Governor and confirmed by the Legislature is responsible for enforcement. This Commission receives, investigates and passes upon complaints of discrimination. Cease and desist orders issued by the Commission after a hearing are enforceable through court action.

The 1965 Act also strengthened the investigative powers of the Commission by granting it the subpoena power.

(2) *Arizona* – On April 1, 1965, Arizona joined the ranks of states with laws against discrimination in employment (FEPC-laws).

Under the new Arizona Civil Rights Act, a Civil Rights Commission consisting of 7 members was created with power to investigate and deal with complaints of discrimination in employment and in places of public accommodation. Employers of 20 or more persons are barred from discriminating on the basis of race, sex, religious creed, color, ancestry, or national origin. Employment agencies and labor organizations are also barred from such discrimination. If conciliation by the Commission proves ineffective, it may hold a hearing and thereafter issue a cease and desist order against the person complained about. A second offense by a respondent served with such an order will result in the Commission's directing one of its members or the complainant to apply to a Justice of the Peace for further remedy, which may consist of the imposition of a fine of up to $300. Thus under the Arizona law the penalty of a fine can be imposed only against a second offender.

A place of public accommodation is defined as including all public places where food or beverages are sold for consumption on the premises, or which are conducted for the lodging of transients or for the benefit, use or accommodation of those seeking health or recreation, and any establishment which caters or offers its services, facilities or goods to or solicits patronage from the members of the general public.

The Civil Rights Act also prohibits discrimination in the right to vote at any election by or in the state, a county, city, town, school district or any other political subdivision. Enforcement of this ban is also vested in the Civil Rights Commission.

(3) *California*—The State of California on July 7, 1965 amended its education code to provide that elementary and secondary school courses in American and California history must insure that they portray correctly the role and contribution made to the history of our country and to their state by American Negroes and members of other minority groups.

California also adopted a law on June 13, 1965 directed against paramilitary organizations. Such organizations are defined as any other than a federal or state agency, or private school under state supervision, which instructs or trains in guerrilla warfare or sabotage. The law makes it a crime for two or more persons to assemble as a paramilitary organization in order to practice with weapons. Violation is punishable by imprisonment of up to one year, or a fine of up to $1000, or both.

(4) *Colorado*—Colorado adopted a number of laws aimed at improved protection of civil rights. Its Fair Housing Law was amended to make it applicable to all housing including commercial space publicly offered for sale or lease. The sole housing still exempt from coverage by the law is the rental of a room or rooms in single family dwellings.

The Colorado Civil Rights Commission, the agency responsible for enforcement of the state's anti-discrimination laws, has been given authority to obtain an injunction in the courts to prevent a respondent charged with discrimination in housing from selling or renting the property to an innocent third party pending a decision on the complaint. In addition, a person charging he is the victim of housing discrimination may seek damages in a separate civil action if the Civil Rights Commission

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has issued a cease and desist order with which the person charged with discrimination has failed to comply.

In case of such a civil suit for damages, the court is not limited to giving the plaintiff a judgment for his damages, but may, where it is appropriate, order the defendant to sell or lease or transfer to the plaintiff housing similar to that which was the subject of the complaint.

In addition, the Colorado Legislature adopted a law barring discrimination because of race, color, national origin or ancestry in the size, placement, location, sale or transfer of any cemetery, grave space, niche or crypt, or in the interment of any deceased person. The law does make an exception for cemeteries maintained by religious or fraternal organizations.

(5) *Connecticut*—The State of Connecticut strengthened its Fair Housing Law by authorizing the Civil Rights Commission to apply to a State Circuit Court for an injunction to prevent a person charged with discrimination in housing from divesting himself of the housing which is the subject of the complaint, pending the Commission's determination of the matter.

To protect a respondent who is innocent, the Commission must be required by the court to put up a bond to be used to compensate such respondent for any harm he suffers as a result of the complaint.

The Judge to whom the application for an injunction is made is specifically authorized to hear arguments on the merits of the complaint. If he finds that the complaint has merit, he returns the case to the Commission for further handling. The Commission may then continue its investigation and adjustment of the matter by conciliation, or take such other action as it deems proper.

The new law also provides that a property owner complained against may not dispose of his property after he has been served with notice of a hearing on the injunction application, but must wait until the Judge has rendered a decision.

Another amendment provides that discrimination in housing and in places of public accommodation on the basis of national origin and ancestry is prohibited. Previously the law had barred discrimination in these areas only if it was based on race, creed or color.

The Connecticut ban on discrimination in employment was strengthened by authorizing the Commission on Civil Rights to subpoena the records of an employer charged with discrimination in employment. In addition, a law was enacted to require that every contract between the state and its suppliers include a clause in which the contractor guarantees he will not permit any form of discrimination prohibited by federal or state laws.

Another law enacted by the Legislature makes it a crime for any association, board or other organization devoted to the furthering of the profesional or occupational interests of its members, to refuse to accept a person as a member of such association, board, or organization because of his race, creed, or color. (Only professions and occupations requiring a state license are covered.) Organizations found guilty of such practices may be fined not less than $100, and not more than $500. In addition, the aggrieved person may file a complaint with the Civil Rights Commission.

Finally, on December 14, 1965 the voters of Connecticut by a better than 2 to 1 majority approved a new State Constitution which includes an Equal Protection clause similar to that of the XIVth Amendment to the United States Constitution. The provision expressly prohibits any segregation or discrimination in the exercise or enjoyment of a person's civil or political rights because of religion, race, color, ancestry or national origin. The voters defeated another proposed constitutional amendment which would have made it more difficult for state authorities to use eminent domain for public purposes such as low-income public housing.

(6) *Illinois*—Illinois adopted legislation permitting the Equal Employment Opportunity Commission, the federal agency enforcing Title VII of the Civil Rights Act of 1964, to make use of the staff and facilities of the Illinois Fair Employment Practice Commission. At the same time it amended its State Fair Employment Practices Act to make it clear that under the Act an employer may use professionally developed ability tests in connection with his employment procedure, if the test is not designed, intended or used to discriminate because of race, color, religion, national origin or ancestry.

This amendment was the result of a complaint involving an Illinois electronics manufacturer in which the issue was whether such a test had been properly used.

In addition, Illinois increased the budget of its State Commission on Human Relations from $101,250 to $325,000.

(7) *Indiana*—Indiana joined the ranks of the states with laws against discrimination in private housing. It authorized the agency enforcing its law against discrimination to receive and handle complaints of housing discrimination. It declared the public policy of the state to be to grant all citizens equal opportunity to acquire real property including housing through purchase or rental.

Cease and desist orders directed against such discrimination may be issued with respect to all non-owner-occupied housing. Dwellings in which the owner resides are exempted only if such dwellings have 3 or fewer housing units.

Indiana also repealed its law prohibiting intermarriage between Negroes and whites.

(8) *Iowa*—In 1965, Iowa adopted a law against discrimination in employment and in places of public accommodations. The statute creates an Iowa Civil Rights Commission which is authorized to investigate and study the existence, character, causes and extent of discrimination in public accommodations, employment, apprenticeship and on-the-job training programs, vocational schools and housing.

The Commission is authorized to seek to eliminate discrimination in

these areas by means of education and conciliation. Its enforcement powers were limited, however, to discrimination in employment and public accommodations. When it receives complaints of discrimination in these fields, it may investigate them and if necessary hold hearings, subpoena witnesses and issue cease and desist orders. Any person aggrieved by such an order may, however, apply to a court for review, which then tries the case *de novo*. The court, since it is hearing the case from scratch, may receive additional testimony and it may then affirm, modify or reverse the Commission's order.

The Commission's authority in employment discrimination cases applies to employers of 4 or more persons, employment agencies, and labor organizations. The Commission's power over discrimination in places of public accommodation extends to any place "that caters or offers services, facilities or goods to the general public for a fee or charge." Places which offer such services without charge are subject to the ban on discrimination if they receive substantial government support or subsidy.

(9) *Kansas*—Kansas amended its existing state law against discrimination in employment and in places of public accommodation to make it applicable to employers of 4 or more persons. Previously its law had applied only to employers of 8 or more persons.

In addition, the Commission on Civil Rights is authorized to apply to a court for a subpoena against a person charged with violations of the Act. The same amendment authorizes the Commission to apply to a court for enforcement of conciliation agreements in addition to cease and desist orders. At the same time the statute was amended to permit a court hearing on appeal from a Commission decision granting a cease and desist order to try the case *de novo*.

The law previously had followed the usual pattern of permitting appeal only on the basis of the record made in the hearings before the Commission itself. Thus the effect of this change is to permit possible additional delay because the entire case must be re-heard by the court.

Kansas also expanded its statute barring discrimination in places of public accommodation to make it applicable to such discrimination in bars, taverns, barbershops, beauty parlors, theaters, skating rinks, bowling alleys, billiard parlors, amusement and recreation parks, swimming pools, lakes, gymnasiums, mortuaries, cemeteries which are open to the public, and public transportation facilities. Before the enactment of this amendment, the Kansas law against discrimination in places of public accommodation covered only hotels, motels, cabin camps and restaurants.

(10) *Maine*—Maine, like Indiana, joined the ranks of states prohibiting discrimination in housing in 1965. Maine's statute on this subject is limited to discrimination in rental housing. Exempted from its coverage is the rental of a unit in an owner-occupied 2-family dwelling and of not more than 4 rooms in an owner-occupied one-family dwelling.

In 1965, Maine also adopted a Fair Employment Practices Act, which declared the opportunity to employment for which an applicant is qualified to be an enforceable civil right.

Maine's law applies to all employers, even to those having one employee. The Commissioner of Labor and Industry is charged with enforcement of the law. He may act on complaints by aggrieved persons or on his own initiative. The Attorney General of the state is also authorized to initiate complaints. Violation of the law is punishable by fines from $100 to $250 for each violation.

(11) *Maryland*—Maryland was one of a group of states which in 1965 adopted Fair Employment Practices Laws following closely in coverage the provisions of Title VII of the federal Civil Rights Act of 1964, the title directed against discrimination in employment. By taking such action it gave itself primary jurisdiction over such complaints of discrimination in employment.

The Maryland law, like Title VII, applies to persons having 25 or more employees, except that during the first 3 years of its operation it applies to employers of 100 or more in the first year, 75 or more in the second year, and 50 or more in the third year.

Like Title VII, Maryland's law against discrimination in employment applies to employment agencies and labor organizations. Enforcement of this law is vested in the existing Commission on Interracial Problems, which since 1963 has been dealing with complaints of discrimination in places of public accommodation.

The Commission may receive and investigate complaints of discrimination and try to adjust them by conciliation. If conciliation fails, the Commission may hold a hearing and issue a cease and desist order enforceable in the courts. The courts may not enforce such an order if the respondent contests the complaint, except upon facts found independently by the court after a hearing and without regard to the findings of the Commission.

If the respondent elects he may, after investigation and conciliation of the complaint, take the case directly to the court, which then proceeds in the matter as it deems fit. The statute also provides that a person found by the court to have made an unfounded complaint with malice is guilty of a misdemeanor.

(12) *Massachusetts*—In 1965, Massachusetts followed the New York pattern in extending its Fair Housing Law to commercial space. In addition, it adopted a law outlawing racial imbalance in public schools. This law requires the State Commissioner of Education, on the basis of reports submitted by the school committee of each city, town and district to decide whether the ratio between white and non-white pupils in any public school differs substantially from the ratio of all schools under the jurisdiction of the school committee.

He must also determine whether such a racial imbalance is educationally disadvantageous to the pupils of such schools. He must find such educational disadvantage whenever the percentage of non-white students in any public school exceeds 50%. If the Commissioner finds educational disadvantage, the school committee must formulate and submit to the Commissioner for approval a plan to eliminate such racial imbalance. The law expressly provides, however, that no child may be compelled to attend a school outside the normal school boundary line established for his neighborhood unless his parents give written consent for such attendance.

If a school committee fails to submit a plan, or if a plan it submitted is disapproved by the Board of Education, the Board must recommend a plan to the school committee. If the school committee doesn't accept the plan recommended by the Board of Education, the State Department of Education must withhold funds from that school district. No Board-recommended plan may require a school committee to transfer pupils from one school to another. Finally, the school committee may petition the court for judicial review of the recommendation of the Board of Education, if it disagrees with it.

(13) *Michigan*—Michigan amended its marriage license form to delete a question as to the color of the applicants.

(14) *Minnesota* — Minnesota amended its law against discrimination in employment to make it applicable to all employers instead of only to employers of 8 or more persons.

It also amended its law against discrimination in housing, employment and places of public accommodation to simplify the procedure thereunder. Under the old procedure two agencies were charged with enforcement functions—the State Commission Against Discrimination and the State Review Board. The 1965 amendment made the State Commission Against Discrimination the sole enforcement agency with authority to receive, investigate, conciliate and pass upon complaints charging discrimination in housing, employment or places of public accommodation. The Commission's cease and desist orders are enforceable in the courts. Under the amendment the respondent, after conclusion of efforts to adjust the matter by conciliation, and at least 5 days prior to the matter being subjected to public hearing, may request that the matter be transferred to the district court for determination. If the respondent makes such a request, the Commission cannot handle the case nor may it conduct a hearing or issue a cease and desist order.

Minnesota also amended its ban on discrimination in places of public accommodation. It abolished previously existing criminal and civil punishment against such discrimination and empowered the State Commission Against Discrimination to enforce the ban on discrimination in places of public accommodation in the same manner in which it handles discrimination in education and housing.

(15) *Missouri*—Missouri amended its FEPC law to take advantage of the provisions of Title VII of the Civil Rights Act of 1964 which gave primary jurisdiction to state FEPC laws over complaints of employment discrimination, where such laws exist.

Missouri had adopted an FEPC law in 1961 applicable to employers of at least 50 persons. The amendment adopted in 1965 broadens the coverage of the law to make it applicable to employers of at least 25 persons, the coverage of Title VII.

The 1965 amendment somewhat limits judicial review, providing that the decision of the Missouri Commission on Human Rights, which enforces the law, may be reversed if the court finds that it is unsupported by competent and substantial evidence upon the whole record. The Missouri FEPC law previously had permitted a *de novo* court review of the entire case.

The Legislature also, for the first time in Missouri, barred discrimination in places of public accommodation. The term, place of public accommodation, includes inns, hotels, motels, restaurants, cafeterias, lunch counters, soda fountains, gasoline stations, theaters, motion picture houses, concert halls and sport arenas. However, beauty parlors and barbershops are expressly exempted. Also exempt are private clubs. Religious groups operating any place of public accommodation are permitted to give preference to members of their own faith in the use of such places. Enforcement of the ban is entrusted to the Missouri Commission on Human Rights.

(16) *Montana*—Montana in 1965 adopted a civil rights law. It specifically declares the right to be free from discrimination because of race, creed, color or national origin to be a civil right and goes on to state that this includes the right to obtain employment without discrimination and the right to the full enjoyment of the accommodations of any place of public accommodation, assemblage or amusement. The Act sets up no administrative enforcement machinery but simply declares violations to be criminal offenses.

The prohibition of employment discrimination applies to every employer. The prohibition of discrimination in places of public accommodation applies to any public place, licensed or unlicensed, kept for gain, hire or reward, or where charges are made for admission, service, occupancy or use of any property or facility. Institutes, bona fide clubs or places of accommodation which in their nature are distinctly private are exempted from the operation of the law; also educational facilities operated or maintained by bona fide religious institutions are exempted.

(17) *Nebraska* — Nebraska, like Maryland, adopted an FEPC law similar to the provisions of Title VII of the federal Civil Right Act of 1964. It covers employers of 25 or more persons. It bans discrimination by employment agencies and labor organizations. It defines unlawful employment practices in accordance with Title VII. It creates a state Equal Employment Opportunity Commission to receive, investigate

and conciliate complaints, to hold hearings and to issue cease and desist orders subject to review by the courts. The new Nebraska FEPC law also requires the inclusion of anti-discrimination clauses in government contracts.

(18) *Nevada* – Nevada in 1965 adopted a civil rights law prohibiting discrimination in employment and in places of public accommodation.

The ban on employment discrimination applies to employers of 15 or more persons, employment agencies and labor organizations. The definition of "unlawful employment practices" follows closely that of Title VII of the Civil Rights Act of 1964. A Nevada Commission for Equal Rights of Citizenship is charged with enforcement of the law. It may hold hearings and make appropriate findings of fact. If a person found to have violated the law does not cease and desist from such violation within 20 days after he is served with the Commission's findings, it may seek a court injunction to compel compliance.

In cases of discrimination in places of public accommodation additional remedies are available. Such discrimination is declared a misdemeanor punishable as such. The offender may also be held liable to the victim for damages up to $250, to be recovered in a civil action.

(19) *New Hampshire* – New Hampshire adopted an omnibus Civil Rights Act in 1965. It establishes a State Commission for Human Rights charged with enforcement of a ban on discrimination in employment, housing and places of public accommodation. The Commission receives, investigates, conciliates and passes on complaints of discrimination in those fields.

Subject to the ban on discrimination in housing are all buildings containing more than one dwelling. Rental of housing accommodations in an owner-occupied building which contains accommodations for not more than 3 families is exempt, as is the rental of a room or rooms in an owner-occupied housing accommodation.

The provision directed against employment discrimination covers employers of 6 or more persons, employment agencies and labor organizations. The ban on discrimination in places of public accommodation applies to inns, taverns, hotels, restaurants, public conveyances, bath houses, barbershops, theaters and public halls. Victims of such discrimination can either complain to the State Commission for Human Rights, which may issue a cease and desist order, or may seek criminal prosecution of the violator, who is subject to a fine of $10 to $100.

Unfortunately, the Legislature failed to provide an appropriation for the newly created Commission.

(20) *New Jersey* – New Jersey, which already has laws against discrimination in employment, housing and places of public accommodation, added an anti-discrimination provision to the existing law regulating trade practices in insurance and prohibiting unfair and deceptive acts in the insurance field.

The new provision bars insurance companies from discriminating because of race, creed, color, national origin or ancestry in the issuance or renewal of insurance policies or in the fixing of rates charged for such policies. This provision is enforced by the Commissioner of Banking and Insurance, who, after a hearing, may issue a cease and desist order against a violator and seek its enforcement, if necessary, through court action.

(21) *New York*—New York which like New Jersey has long had laws against discrimination in housing, employment, public accommodations, etc., adopted a number of strengthening amendments.

First, the State Commission for Human Rights was given authority to initiate complaints charging violation of the state's law against discrimination.

Second, a law was adopted making it clear that the New York City Commission on Human Rights has concurrent jurisdiction within the city over complaints of discrimination in housing with the State Commission for Human Rights.

Third, a law was adopted which specifically declares that the opportunity to obtain education, access to places of public accommodation, use and occupancy of housing accommodations and commercial space without discrimination because of race, creed, color or national origin is a civil right. Previously under New York State law only the opportunity to obtain employment without discrimination was declared a civil right.

Fourth, a violation of the terms of the conciliation agreement entered into between the State Commission for Human Rights and a respondent was declared an unlawful discriminatory practice.

Fifth, a complainant whose case has been dismissed by the investigating Commissioner for lack of probable cause to substantiate the allegations of the complaint, is given the right to apply to the chairman of the Commission for a review of this action.

Sixth, the Commission is specifically authorized to award compensatory damages in appropriate cases.

With respect to housing specifically, the new law empowers the Commissioner investigating such a complaint to apply to the court for a temporary restraining order preventing the respondent from disposing of the real property in question pending final determination of the complaint. The investigating Commissioner may make such an application if he finds that the respondent is taking any action which may tend to render ineffective any order the Commission may enter in the case. If such an application is made, the court after a hearing may grant injunctive relief upon such terms as it believes proper, which may include a requirement that the respondent be given security for his costs if the complaint is dismissed.

With respect to employment, the 1965 amendment extends the coverage of the ban on discrimination to employers of 4 or more persons instead of 6 or more persons. It also narrows the previously existing exemption for social, fraternal, charitable and educational institutions. Such

institutions are now barred from discriminating, but religious or denominational institutions are permitted to limit employment or give preference to persons of the same religious denomination, or to make such selection of applicants for employment as is calculated to promote the organization's religious principles.

New York also liberalized its Sunday closing laws to permit the operators of businesses who close on Saturday in observance of the Sabbath to stay open on Sunday if the business is conducted by the proprietor and members of his immediate family and is the proprietor's sole occupation.

(22) *Ohio*—Ohio in 1965 adopted a Fair Housing Law. This law prohibits discrimination with respect to all housing except owner-occupied housing used by not more than 2 families. It also bans discriminatory advertising, as well as discriminatory inquiries, not only with respect to the availability of houses but also with respect to the granting of housing loans.

Finally, the law outlaws "blockbusting," including any representation that the presence of members of a certain race in the neighborhood will have harmful effects. Enforcement of the law is lodged in the Ohio Civil Rights Commission, which was previously established to handle complaints of discrimination in employment and in places of public accommodation.

Ohio adopted two laws directed against the Ku Klux Klan. One bans the wearing of masks on streets, highways, or other public places, providing imprisonment of up to 6 months and a fine of up to $1000 for violations.

The second measure prohibits conspiracies to deprive any person of the equal protection of laws. Violations are punishable by fine of $1000 to $10,000, and imprisonment from one to ten years.

The Ohio State Senate approved a resolution condemning the Ku Klux Klan for acts of terror and violence.

(23) *Pennsylvania*—The Legislature enacted five laws amending the Pennsylvania Human Relations Act of 1955. One amendment provides that when the Pennsylvania Human Relations Commission finds probable cause for a complaint charging discrimination in housing, and when it appears that the housing unit involved in the complaint may be sold, rented, or otherwise disposed of before determination of the case, it may obtain a court injunction restraining the sale, rental, or other disposition of the housing unit. Such an injunction is limited to 30 days. If an extension is necessary, it may be granted at the discretion of the court, but a reasonable bond must be required by the court before it grants such extension.

Another amendment extends the prohibition against job discrimination because of race, color, religious creed, ancestry, age or national origin to employers employing six or more persons. Previously, the prohibition applied only to employers with at least 12 employees. In addition, religious, fraternal, charitable and sectarian corporations and associations employing six or more persons are now prohibited from discriminating in employment because of race, color, age or national origin. Such organizations were previously completely exempt from the ban on discrimination in employment.

A third amendment makes it an unlawful discriminatory practice for any person subject to the Act to fail to post and to exhibit prominently in his place of business any fair practice notice prepared and distributed by the Pennsylvania Human Relations Commission.

The remaining amendments simplify procedure and permit the creation of local Human Relations Commissions.

The Legislature also amended the Pennsylvania Fair Educational Opportunities Act to make it clear that religious educational institutions, while free to use religious criteria in admitting students, may not discriminate against students or applicants for admission on the basis of race, color, ancestry or national origin.

(24) *Rhode Island*—On April 12, 1965, Rhode Island joined the ranks of states with laws against discrimination in housing.

The Rhode Island law applies to all housing, public or private, except rooms let to lodgers in dwellings occupied by the owner or tenant, and apartments offered for rent in 2 or 3 family buildings when one of the apartments is occupied by the owner as his residence.

In addition, the Rhode Island law bars discriminatory advertising and discrimination in connection with housing loans. Enforcement of the law is assigned to the Rhode Island Commission Against Discrimination set up in 1949 to administer the Rhode Island State FEPC law.

The procedure to be used in complaints of housing discrimination is the same as that used in complaints of discrimination in employment.

(25) *Utah*—Utah, like Maryland, adopted a law against discrimination in employment having the same coverage as Title VII of the Civil Rights Act of 1964 with regard to employers of 25 or more persons, employment agencies and labor organizations. The Industrial Commission of Utah is responsible for its enforcement through a newly created arm, the Utah Anti-Discrimination Division. It may receive, investigate, conciliate and pass on complaints charging discrimination in employment, apprenticeship training programs, and in vocational schools. If judicial review of a cease and desist order is sought, the court must try the case *de novo*. If no judicial review is sought, the Industrial Commission may obtain a court decree for enforcement of its order.

Utah also adopted a law against discrimination in business establishments and places of public accommodation. It provides that any such place which engages in discriminatory practices is deemed to be a public nuisance. A victim of such discrimination may complain to the State Attorney General, who must then investigate the matter and seek

to conciliate it. If the Attorney General is unsuccessful, he may then seek to enjoin the nuisance. If the court finds the discrimination proved, it must enjoin the appropriate persons from maintaining or permitting the maintenance of the nuisance.

In addition, the person aggrieved may sue the violator for damages. However, if the establishment charged with discrimination is found to be innocent, it may be awarded all the actual and necessary expenses it incurred in defending the action.

(26) *Wisconsin* – The State of Wisconsin in 1965 adopted a Fair Housing Law. The Fair Employment Division of the Industrial Commission, now redesignated as the Equal Opportunity Division, is authorized to deal with complaints of discrimination in housing in addition to complaints of discrimination in employment. Subject to the ban is all housing including mobile homes, with the exception of owner-occupied buildings containing living quarters for no more than one family, owner-occupied buildings in which single rooms are rented out for occupancy by four or fewer individuals, not members of the owner's family, and buildings with four or fewer dwelling units where at least one unit is occupied by the owner as his residence.

The Industrial Commission may receive, investigate and conciliate complaints. If conciliation is unsuccessful, the Commission may hold a hearing and issue cease and desist orders. If the respondent appeals to the courts, the courts must try the case *de novo*.

A provision of the new law makes it unlawful for any person not having a bona fide intention to avail himself of any right he has under the housing law "for the sole purpose of securing evidence of a discriminatory practice." This ban on testing is made applicable not only to housing but also to testing for discrimination in employment and in places of public accommodation. Violations are punishable by fines up to $200. This provision would discourage even bona fide complainants and make it extremely difficult to carry out surveys and investigations of possible patterns of discrimination. Hence the effectiveness of this law against discrimination is likely to suffer.

(27) *Wyoming* – The Legislature enacted the Wyoming Fair Employment Act of 1965. It prohibits discriminatory employment practices by employers, employment agencies, and labor organizations. Employers of two or more persons are covered; so, too, is the State of Wyoming and its political subdivisions, boards, commissions, departments, institutions and school districts.

Enforcement of the ban on discrimination is by a newly created Fair Employment Commission consisting of three members, one of whom is the Commissioner of Labor and Statistics. The Commission has the power to receive, investigate and pass upon complaints of discrimination in employment. Cease and desist orders issued by the Commission after hearing are enforceable through court action.

The Legislature also finally repealed the law prohibiting marriages between Negroes and whites.

Dear Reader:

This is the first issue of a new ADL publication, LAW. For some time it has been our feeling—one shared by many lay and professional workers in the field of human relations—that there is need for a publication containing periodical reports on major developments in the field of law which have a direct and immediate impact on the areas of primary concern to Jewish civil rights organizations. There is no regular publication which has devoted itself to periodic summaries and analyses on a field-by-field basis of current developments in the use of litigative and legislative means for securing equality of opportunity in the fundamental areas of housing, employment, education, and social accommodations, and for protection of religious freedom and the rights of religious minorities. LAW, it is hoped, will fill this need. The publication is edited by Sol Rabkin, director of ADL's law department, with Paul Hartman, associate director of the law department, as the associate editor.

LAW is not designed as "popular" reading for a mass audience. On the other hand, it is not intended that its readership will be limited to those with legal training. Rather, its purpose is to keep professional community relations workers and the ADL lay leadership informed on important major developments in the areas described above. For this reason, the distribution of LAW is being made to a limited group of people of whom you are one.

Each issue of LAW will be hole-punched so that you can retain it in a convenient binder. Each year, an index will be prepared to facilitate ready reference.

Needless to say, we will welcome your reactions to LAW and your suggestions for future matter.

ARNOLD FORSTER
General Counsel

CR - State Action

Research

EXPLANATION AND DIGEST
of the
1966 KENTUCKY CIVIL RIGHTS ACT
covering
EMPLOYMENT
and
PUBLIC ACCOMMODATIONS

ENACTED JANUARY 27, 1966

EFFECTIVE JULY 1, 1966

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INTRODUCTION

Among the first considerations of the 1966 Kentucky General Assembly was a civil rights Act, with coverage in the areas of public accommodations and employment. This Act had the support of the Governor of Kentucky, the bi-partisan support of legislators around the State, the editorial support of leading Kentucky newspapers, and the support of individuals and groups recognizing the moral necessity for state civil rights legislation. This digest is written to help individual citizens become acquainted with the major facets of the civil rights Act.

The Federal Civil Rights Act of 1964 emphasizes that its enforcement should be through state agencies which function under state laws compatible with the federal statute. When the state assumes its responsibility for the protection of the rights of its citizens, federal enforcement of the Civil Rights Act becomes unnecessary.

The Kentucky Civil Rights Act will meet the requirements of the Federal Law and will provide more sensitive, more efficient, and less remote enforcement procedures than the federal law. This act uses as a model the Uniform State Civil Rights Act which is being drafted by a special committee of the National Conference of Commissioners on Uniform State Laws. This group is composed of outstanding judges, lawyers, and law professors from all sections of the United States including the South.

While the heart of the bill is contained in the three articles covering public accommodations, fair employment practices, and enforcement; there are seven articles in the bill as follows:

1. Declaration of Purpose; Construction; Severability
2. General Definitions
3. Discrimination in Employment
4. Discrimination in Public Accommodations
5. Enforcement; Judicial Review
6. Miscellaneous
7. Local Human Rights Commissions

Purpose of the Act

The purpose of this Act is to safeguard all individuals within the state from discrimination because of race, color, religion, and national origin in connection with employment and public accommodations. Discrimination is a matter of state concern because it involves an individual's personal dignity and freedom from humiliation. Such discrimination deprives the state of the full productive capacities of individuals, foments strife and unrest, menaces the democratic institutions of the state, and damages the interests, rights, and privileges of all persons within the state.

EQUAL EMPLOYMENT OPPORTUNITY

Equal access to employment opportunities is the greatest need of minority persons today. Persons who are unemployed or under-utilized because of their race, color, religion, or national origin do not have the opportunity to contribute their full productive capacities toward a better life for themselves, their families, and for the whole society. Discrimination in employment practices is a continuing problem in Kentucky and is a problem which a Kentucky fair employment practices law can help remedy. Certainly, the continuation of Kentucky's business and industrial growth without racial friction is one reason for passage of the Act.

Coverage

Employment discrimination is covered by article three of the Act. Basically Sections 302 through 306 state that race, color, religion, and national origin are not lawful criteria for making employment decisions. Like the Federal Law, employers, employment agencies, and labor organizations will be covered by the Act. Employers hiring 8 or more employees within the State in each of twenty or more weeks in the calendar year will be covered. Thus, 80% of Kentucky's employees and 22% of employers will be covered.

The smaller employees of the state will not be covered by the Act. Title VII of the Civil Rights Act of 1964 will cover employers hiring 25 or more employees, to be fully effective in 1968. This would exclude most of Kentucky's employers (93%) and a very large percentage of Kentucky employees (40%). Kentucky should act to protect as many employees from discrimination as possible.

Equal Treatment Based on Individual Merit

It is made clear in the Act that an employer can use seniority and merit systems and can make employment decisions on the basis of professionally developed ability tests. One section makes its doubly clear that nothing in the Act requires preferential treatment for any person or group; all that is required is equality of treatment based on individual merit.

Reasonable Provisions for Exemptions

Religious institutions, including church related or supported educational institutions, will be able to exercise a religious preference in choosing their employees where religion is a reasonable occupational qualification. However, race, color, and national origin will not be considered valid qualifications in these cases.

Similar provisions allow the exercise of preferences based on religion or national origin for an employer, employment agency, or labor organization where such qualifications are reasonably necessary to the normal operation of the enterprise.

PUBLIC ACCOMMODATIONS PROVISIONS

The Kentucky Act will apply generally to places of public accommodation which serve the public. Its clear coverage will be fair to proprietors because it will apply equally to all businesses. This Uniform rule will help to eliminate anxiety and avoid incidents.

With certain exceptions it will cover places of public accommodation, including ". . . any place, store or other establishment, either licensed or unlicensed which supplies goods or services to the general public or which is supported directly or indirectly by government funds."

In Title II of the Federal Act of 1964, services, places of active amusement and recreational facilities such as bowling alleys, skating rinks, and driving ranges are not all covered. Under the state Act, these loopholes will be eliminated.

Experience with state public accommodations laws has shown that it is best to word coverage provisions in general terms. Earlier laws contained detailed lists of the kinds of covered establishments. No list can possibly name all of the changing forms of enterprise created by American business ingenuity. As a result, the detailed coverage sections have required frequent amendments.

Chapter Four of the Kentucky Act covers discrimination in places of public accommodation. The places which are required not to discriminate are defined in Section 402 (a). Exceptions are made in Section 402 (a) for barber shops, beauty shops, owner occupied tourist homes of 5 rooms or less, and bona fide private clubs (where policies are actually determined by members and admission is limited to members and their guests). These exemptions are provided in the light of practical, political conditions in Kentucky today and are similar to those in the Federal Act.

IMPLEMENTATION AND EMFORCEMENT

Persuasion the Key to Compliance

The legislation will emphasize efforts at persuasion and conciliation by the Commission on Human Rights. Only where these methods failed will the Commission be required to hold hearings. The whole enforcement procedure in Article 5 is based on the best available methods followed by

other state agencies. Many of the procedures are taken from the Model State Administrative Procedure Act.

The duties and obligations of the Commission are spelled out in detail in Section 502. The procedure for complaint, investigation, and conciliation is covered in Section 503. Section 502 (a) states who may file a complaint and sets a limit of six months within which a complaint must be filed. Employment complaints have an even shorter time limit of 90 days.

Upon receiving a complaint, the Commission will conduct a preliminary investigation to determine if there is probable cause to believe that an unlawful discrimination has occurred. If probable cause is found, the Commission must proceed to encourage complaince by conference, conciliation, and persuasion.

Experience has shown that conciliation activities effectively settle nearly all cases. If these efforts fail, the Commission would serve a complaint upon the respondent (Section 504), hold a hearing, and subpoena witnesses and documents. All hearings are to be conducted in accordance with strict procedures specified by the Act.

Advantages of Commission Procedures

Based on experience in other states most of the Commission's work will continue to be devoted to educational efforts to encourage voluntary compliance. The Commission would facilitate smooth change by sharing with employers and proprietors the wide-spread experience of other Kentucky businessmen who have successfully desegregated. When complaints are filed, the preliminary investigations under the Act can help screen out baseless charges and protect businessmen from harassment, and from unjustified legal defenses. When the complaint is justified, a mandatory conference, conciliation

and persuasion procedure must be followed. The conciliation efforts are strictly confidential, and the vast majority of complaints are settled at this stage without publicity.

Kentuckians who are familiar with problems throughout the State make up the Commission. They have been working for five years to encourage voluntary equal treatment and have built up a large body of experience in these matters. Four Commission members, including the Chairman, are to be appointed by the Governor in 1966, and the bill provides new language to insure bi-partisan representation of employers, proprietors, trade unions, religious groups, human rights groups, and the general public.

Protection of Employer's and Complainant's Rights

A member of the Commission who filed a complaint or who endeavored to eliminate the alleged discrimination will be barred from participating in a hearing or subsequent deliberation in that case (Section 504 b). This separation between the investigative and hearing functions of the Commission will assure the fairness of the procedure. After hearing, the Commission could issue a cease and desist order upon a finding that the law had been violated. The final orders of the Commission could be reviewed and enforced in the local circuit courts.

If, on the other hand, the Commission staff determines after investigation that there was no probable cause, then the complaint will be dismissed (Section 503 b and c). The complainant has a right to appeal this decision to the full Commission and to appeal a decision of the Commission to the courts. Safeguards to protect the rights of employers and complainants from arbitrary action by the Commission at any stage of the process are included in Section 507. The availability of judicial review is an integral part of the process and is available to any party who feels that he has been aggrieved by a decision of the Commission.

Avoidance of Record Keeping Burdens

To avoid undue burdens on persons subject to the Act, Section 508 (e) provides that necessary information keeping will conform to similar records and reports already required by federal law and government contract regulations. For the purpose of uniformity and in the interest of multi-state employers, the state could adopt the regulations of the Federal Equal Employment Opportunity Commission on this matter. A public hearing must precede adoption of such regulations. Under Section 508 (d) an employer who believed the provisions would result in "undue hardship" could ask the Commission for relief or bring an action in circuit court.

Procedures for Subpoenas

The Act provides subpoena procedures for the Commission in Section 502 (i) and upon application to parties to a Commission hearing in Section 509. Subpoenas are necessary to enable all parties to present their evidence. All the normal judicial safeguards surround this process. Careful limits on relevancy are written into the Act. Before a court would enforce a subpoena the Commission would have to prove that the witnesses or documents sought pertain to possible unlawful discriminatory practices. Thus, general fishing expeditions can not be made. In Kentucky, other state commissions which exercise similar functions, (such as the Alcoholic Beverage Control Board, the Board of Agriculture, and the Department of Health), can issue subpoenas and they have proven necessary.

Article 6 makes retaliation and conspiracy to retaliate against anyone exercising rights guaranteed by this Act an unlawful practice punishable by a fine and/or imprisonment. The Act as a whole provides for civil remedies and this sanction is only for situations where a person is not otherwise covered.

LOCAL HUMAN RIGHTS COMMISSIONS

All levels of government have an obligation to protect their citizens from the evils of discrimination. The Civil Rights Act of 1964 and this Act provide for local implementation of non-discrimination policies where local agencies have sufficient enforcement power and staff for good faith implementation.

Enabling legislation for the highly desirable local efforts to eliminate discrimination is provided in Article 7. It will supplement the Act passed by the General Assembly in 1962 to encourage establishment of local human rights commissions and permit local governing bodies to give them additional duties. Counties will be authorized to create commissions and cities and counties could then legally cooperate to eliminate discriminatory practices. Cities and counties could pass ordinances which will be enforceable in circuit courts of the state. Before the Act, a city could only use criminal sanctions in police courts.

MISCELLANEOUS

The Act contains several features which experience in other states has shown to be significant. The employment section applies to "the State, any of its political or civil subdivisions or agencies;" (Section 201). Discriminatory advertising is prohibited in employment, (Section 306) and in public accommodations (Section 403). Commission members can initiate complaints under the provisions of Section 502 (h) and 503 (a). The Commission can provide by regulation for the posting of notices regarding coverage of the Act, Section 502 (n). Efforts to weaken the Act by requiring a trial de novo, and a showing of "intentional" discrimination were not successful.

COMMONWEALTH OF KENTUCKY

Edward T. Breathitt, Governor

COMMISSION ON HUMAN RIGHTS

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The 1960 General Assembly created the Commission and directed it, among its other powers and duties, to recommend ways of eliminating injustices occasioned by discrimination. On the basis of its five years of efforts to eliminate discrimination by voluntary methods, the Commission recommended the enactment of a public accommodations and employment law. This digest seeks to explain that law.

EV - Federalism

"On the Relationship of Federalism and Decentralization"

Martin Diamond
Claremont Men's College September 1964
Prepared for delivery at the 1964 APSA meetings

The paper originally scheduled for this session, as perhaps nearly everyone here knows, was to be delivered by Morton Grodzins. . . . His death deprives us of the opportunity to have heard him deliver a paper in which he might have brought us the conclusion of the work he had been doing for some time on the American federal system. He never was able to prepare the paper for this occasion. But we are fortunate that he had nearly completed the book-length manuscript on which he had long been working, and we are fortunate that it is now being completed and brought to press by Professor Elazar who is here today.

I have been asked to present a paper in his stead. There was no intention that I should in any way try to present a version of Professor Grodzins' work. Others, Professor Elazar for one, could do a very much better job of that. But I considered it appropriate that I discuss an aspect of the scheduled subject, federalism, that could take Professor Grodzins' work as a point of departure. The question of the relationship of federalism and decentralization meets that requirement. Professor Grodzins' work, as will be seen, adds to the necessity that we understand that relationship clearly.

I

Let me sum up an important part of Grodzins' argument

as I understand it. He attacked an old and influential view that the American federal system was rather like, as Grodzins put it, "a neat layer cake of three distinct and separate planes."[1] This old view held especially that national and

[1]Morton Grodzins, "Centralization and Decentralization in the American Federal System," in R. A. Goldwin, ed., A Nation of States (Chicago: Rand McNally & Co., 1961).

state functions are quite separable in principle and are typically separated in practice. Perhaps its most important formulation occurs in Bryce. The American Union, Bryce said, was

> like a great factory wherein two sets of machinery are at work, their revolving wheels apparently intermixed, their bands crossing one another, yet each set doing its own work without touching or hampering the other.[2]

[2]James Bryce, The American Commonwealth, 3rd ed., (New York: The Macmillan Company, 1899) I, 325.

On this view, each function is performed and is supposed to be performed entirely by only one government -- defense by the national government, public education by the state, regulation of interstate transportation by the national government, maintenance of law and order by localities or the state. Further, this view holds that any national participation in state and local functions is improper and undesirable, is contrary to the spirit of the federal Constitution, and tends towards dangerous concentration of power in the hands of the national government. The contribution of federalism to liberty,

in this view, depends upon the quite rigid division of functions into those national and those local and their allocation to the appropriate governments.

In contrast, Grodzins insisted that all three levels of government, national, state, and local, separatively and collaboratively supplied "local" services. In Grodzins' view, the various functions were not only "apparently intermixed"; they always had been and are today more and more actually intermixed. "The American federal system is principally characterized by a federal-state-local sharing of responsibilities for virtually all functions."[3] And anyone who has read Grodzins on this process

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[3]Goldwin, op cit., p. 21.

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of sharing knows how vividly and informatively he has shown the extent and the varieties of sharing.

I want to use as my point of departure two important points that Grodzins drew from the fact that the American federal system operates by a large degree of sharing rather than by a neat division of functions between levels of government. First, the fact of sharing in the performance of local functions points, he argued, to the inherent difficulty of distinguishing things local from things national. Indeed, he suggested, there is such a welter of actual sharing because there is no sound basis by which they can be distinguished in most instances. This of course challenges the entire idea of federal division of functions. He was driven by this inherent difficulty to argue that "the true measure of the 'localness' of given functions is . . . the extent to which local citizens are able to influence

governmental activities, whatever . . . government is involved."[4]

[4]From a mimeographed manuscript, n.d., but approximately 1958.

But this, as the inverted commas indicate, is of course not a definition of localness, but is rather an emphasis on the importance of local political influence. This leads me to the second point Grodzins drew from his study of sharing in the American federal system. As against the old view that the federal constitutional division of functions is the way the national government is kept in check, Grodzins emphasized "the decentralization that exists as the result of independent centers of power and that operates through the chaos of American political processes and political institutions. It may be called decentralization by mild chaos."[5] Now this has

[5]Goldwin, op cit., p. 22.

very important political implications. Those who oppose increased activities by the national government argue that such increases violate the traditional federal division of local and national functions, and that the violation opens the way to dangerous centralization. Against this Grodzins boldly, and often persuasively, argued that (1) the division was not in fact the actual tradition--sharing was; (2) that functions cannot readily be distinguished as local or national; and (3) that increased national activities do not threaten dangerous centralization so long the "mild chaos" persists, so long as there are informal independent centers of political power.

In a way, Grodzins' work can be seen as part of a general contemporary unwillingness to accept what are deemed to be formal, legalistic, mechanistic notions of the American system and an insistence upon the importance of what are held to be the underlying political realities which in fact supply the advantages claimed for the formal and legal mechanisms. Although everything that Grodzins did bore the stamp of his individuality, it is useful, for purposes of setting his work in a context, to observe how two other important recent works express a similar emphasis and have a similar political importance. Professor James MacGregor Burns pits Madison's reliance upon the broad diversity of interests in the large republic, a reliance of which Burns approves, against Madison's system of checks and balances which "became the archpin of the whole constitutional framework"[6] and of which Burns disapproves.

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[6]James MacGregor Burns, The Deadlock of Democracy (Englewood Cliffs, N.J.: Prentice-Hall Spectrum Books, 1963), p. 20.

Why, Burns asks, was the social diversity not enough? Professors Dahl and Lindblom ask a very similar question. Given polyarchal social pluralism, why should there also be superimposed "on this system of social checks and balances a complex network of governmental checks and balances? That is the central constitutional question of the United States. . . ."[7] Grodzins'

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[7]Robert A. Dahl and Charles E. Lindblom, Politics, Economics, and Welfare (New York: Harper & Brothers, 1953), p. 335.

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work as I understand it to have developed has far less of an

animus towards the constitutional arrangements than I find in Burns and in Dahl and Lindblom. He was concerned more to show the vitality and importance of the political process than to depreciate the significance of the constitutional arrangements. Nonetheless, his work took the form of a pitting of the formal, constitutional federal concept against the informal political processes of decentralization.

But if they are thus to be pitted we must be able to understand each and to understand their differences. How do federalism and decentralization differ? The literature in our field does not supply a ready answer. Indeed the question is rarely even bluntly asked. There is in fact a tendency often to treat federalism and decentralization as synonymous although there are always uneasy indications that they may differ significantly. I offer only two examples to illustrate the widespread tendency. The well known textbook by R. K. Carr, et al, treats the two as indentical. "As used [here] . . . centralization refers to the concentration of political power in the national government, while decentralization means the geographical diffusion of political power among the state governments."[8] Professor George C. S. Benson writes that "decentralization -- or the federal system -- avoids undue concentration of power,"[9] here treating the two simply as synonymous; and he,

[8] R. K. Carr, et al, American Democracy in Theory and Practice (New York: Rinehart & Co., Inc., 1955), p. 123.

[9] See Vital Speeches of the Day, Vol. XXV, No. 24, p. 762.

like many others, having analyzed the merits of decentralization has attributed the American share of such merits to federalism in the traditional sense.

Why are the two things so often collapsed and their difference blurred? Why is the question regarding their difference so difficult, as I at least have found it to be? It is helpful in approaching a difficult question to ask whether the difficulty is intrinsic or whether it is due to certain contemporary circumstances. In this case, I think the latter. Until the American federal system -- what many call modern federalism, or federal government in contradistinction to a confederation -- there was no difficulty. The difficulty lies in the fact that American federalism is a radical departure from pre-modern federalism, a departure away from federalism proper and in the direction of decentralization. We would have little trouble distinguishing a government in which there is decentralization from the leagues and confederations of earlier times. An important clue, therefore, to the relationship of decentralization and federalism is to be found in a consideration of pre-modern federalism.

II

The very word decentralization implies the existence of a real center, and not only its existence, but also its priority or superiority. That is, to decentralize implies a government which is the whole, of which some functions are devolved to parts, but which devolution does not challenge the continuing

priority or primacy of the political whole. Pre-modern federalism carried no such implication of the larger body as primary. In pre-modern federalism, it does not even seem to make sense to speak of the federated units as parts, albeit superior parts, of a federal whole. In almost all instances they had a dignity greater even than that implies. The federating units regarded themselves not as parts of a larger whole, but as themselves the relevant political wholes. That is, pre-modern federalism had an aspect inescapably deriving from the sovereignty, the completeness, the decisive autonomy of each member of the federation. Decentralization is totally lacking in any such concept of the sovereignty or wholeness of the parts of the decentralized larger body.

This thought can be summed up with the following formulation. Pre-modern federalism rested upon arguments why a group of polities ought to remain themselves and ought not to become -- for want of a better term -- a nation. Decentralization presupposes a nation and rests upon arguments about how to organize it. In short, pre-modern federalism rested upon far more radical arguments. As we shall see, the argument for the American federal system has come to resemble the less radical argument in favor of decentralization.

Two famous arguments, perhaps the predominant ones in the history of pre-modern federalism, indicate the radical foundation of federalism in contrast with that of decentralization. The first is the ancient reasoning in favor of federalism; it may be termed polis-federalism. It consists first in a view

of the proper size of a polity. Although no longer vivid to most of us, the general outlines of this argument are familiar enough so that mere reference to it suffices here: the Greeks believed that the worthwhile life could be lived only in political communities on the scale of the polis, what we call the city-state. It followed then that any effort to enlarge the political community -- to create government on a larger scale -- was thus necessarily to make life less worthwhile. The Greek city-states thus had no intention of incorporating themselves into a larger political community or placing themselves under federal government. For them federalism was primarily a species of foreign policy (an exercise of what Locke called the federative power), a way of dealing with the problem of defense and peace. Such a conception of federalism has almost nothing in common with what most writers call the essential characteristic of modern federalism -- the division of the governing power between center and parts. Pre-modern federalism contemplated no significant portion of the <u>governing</u> power in the central body. This is one important reason, I suggest, why federalism figures so little in Greek political writing, and for that matter apparently in all political writing until modern times. Pre-modern federalism was not conceived as an essential aspect of government; it had nothing to do with the nature of a polity. It was only something that polities sometimes did and thus was a peripheral subject.

By the 18th century a second major argument for federalism was developed; this may be termed <u>small republic-federalism</u>.

Montesquieu was its great formulator. The argument is similar to that of polis-federalism but an important shift has taken place. The similarity lies in this: the ancient polis was an essentially republican (in an old sense of the term) community; to construe federalism in terms of small republics is thus somewhat similar to construing it in terms of city-states. But the important shift was that smallness now was considered primarily as necessary, not to the worthwhile life in general, but more narrowly as indispensable to political freedom, to republicanism. This shift from an emphasis on the good life to an emphasis on liberty was a decisive step in the development of the American federal system, and to the convergence of the argument on behalf of American federalism and the argument on behalf of decentralization.

The small republic argument was immensely influential in America in 1787. It is no exaggeration to say that the invention of "modern federalism" resulted from the way that argument was both refuted and yielded to. I must therefore give a brief account of that argument, drawing in part upon what I have written of it elsewhere.[10]

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[10] See "What the Framers Meant by Federalism," in Goldwin, op cit; and "The Federalist's View of Federalism," in G. C. S. Benson, et al, Essays in Federalism (Claremont, California: Institute for Studies in Federalism, 1963).

In Montesquieu the argument that "it is natural for a republic to have only a small territory"[11] has two strands,

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[11] The Spirit of the Laws, Book VIII, Chapter 16. Other quotations from and references to Montesquieu in this section are from this Chapter and from Book VIII, Chapter 19.

one the positive necessity of smallness, the other the negative harm of largeness. The first has to do with the qualities of republican citizen ship, the other with inevitable "despotic authority" in the functioning of large government. That is -- to use terms derived from Professor Leo Strauss' analysis of Montesquieu -- one side of the small republic argument centered on a problem of virtue and the other side centered on the problem of liberty or threats to it. Montesquieu argued that the virtuous qualities necessary to republican citizenship could only be cultivated (and safeguarded) in a small republic where "the interest of the public is more obvious,[12] better understood,

[12]"More obvious" is the Nugent translation; "mieux senti" is the original. "Better felt" would therefore be a more exast translation. The Nugent translation obscures the place of "feeling" in the way a citizenry grasps the common good in Montesquieu's analysis.

and more within the reach of every citizen." Moreover, he continued, "a large empire supposes despotic authority in the person who governs"; only thus will rule in a large country have the requisite promptitude, the ability to secure obedience by inspiring fear, have singleness of direction, and the capacity to meet the constantly shifting requirements of policy.

From the small republic argument it followed that nothing could be done in the way of federal union that would subvert the integrity and primacy of the uniting republics. They must remain the governments of the people. Whatever brought the people directly under the union and made it the government of the people, to that extent undermined the precondition of republicanism. Hence federalism: the way of combining for

limited purposes into a league which preserves the integrity and primacy of the small republics which compose the league.

In both polis-federalism and small republic-federalism there were thus profound reasons for refusing to make the federal body a government, for keeping the federating units the decisive political communities. But we have noted one change: the small republic reason for smallness was narrower than the polis reason. It had shifted from the question of the good life to the question of liberty. But in Montesquieu's small republic argument liberty still required at least republican virtue, if not virtue in general.

However, the small republic belief, which I asserted earlier was so important in the formation of the American federal system, underwent a major change in American thinking which was vital to the convergence of modern federalism and decentralization. Montesquieu's theme of republican virtue tended to drop out; all that tended to remain was the concern with inevitable "despotic authority" in the government of a large country. Fear of centralized despotism and the protection of liberty from it became the important theoretical reason why Americans in 1787 would have recourse to federalism.

This American change in the small republic argument, ironically, was in fact a correct understanding of Montesquieu as Professor Strauss reads him. Professor Strauss has written that The Spirit of the Laws

> reads as if it were nothing but the document of an incessant fight, and unresolved conflict between two social or political ideals: the Roman republic, whose principle is virtue, and England, whose principle is political

> liberty. But in fact Montesquieu decides eventually in favor of England. The superiority of England is based in his view on the fact that the English had found a substitute for stern, republican, Roman virtue; that substitute is trade and finance.[13]

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[13] What Is Political Philosophy? (Glencoe, Ill.: The Free Press, 1959), pp. 49-50.

For the Anglo-Americans of 1787, at any rate, the concern for Roman republican virtue was very much weaker than their concern to protect liberty from the power of a large central government. In their version of the small republic argument the positive necessity of smallness had become less important than the negative evils or dangers of largeness. In this form the small republic argument contained less profound reasons for preserving the integrity and primacy of the small republic. And therefore less profound reasons not to consent to the formation of a large republic under an authentic government. Those who maintained the small republic argument still thought in terms of federalism, but it was a devitalized federalism, a transformed federalism no longer fully insistent on the priority of the parts, but one now compatible with the supremacy of the larger political whole. It was thus a federalism placed on a par with any other devices for securing decentralization and with any other safeguards against despotic authority in the central government.

This transformation in the reason for federalism is vital to understanding the really astounding victory of the nationalists at Philadelphia in 1787. Those who had come to the Convention

deeply reluctant to abandon traditional federal scruples and abandon the Article of Confederation were more vulnerable to persuasion than they appreciated. And they were persuaded. James Madison showed how the liberty they prized could be well protected in an extended republic; his argument, which relied heavily on matters of "trade and finance," was addressed to the problem of liberty and had little to do with the virtue of citizens. Many other factors, of course, entered the discussion and influenced the outcome.[14] It suffices here to emphasize

[14]For Madison's argument and another aspect of the weakness of the "purely federal" position at the Convention, see "What the Framers Meant by Federalism," in Goldwin, op cit.

only that the transformation of federalism merely to a defense against despotism in large government was essential to the possibility of the compromises from which the Constitution resulted. The compromise over federalism, as Publius accurately characterized it, resulted in a Constitution that was "in strictness, neither a national nor a federal Constitution, but a composition of both." Perhaps still more accurately, as Tocqueville characterized it, the compromise resulted in "an incomplete national government, which is neither exactly national nor exactly federal."[15] But this "composition," this

[15]Democracy in America, ed. Phillips Bradley (New York: Knopf, 1951), p. 159.

blending of federal and national elements, would have been utterly impossible prior to the reduction of federalism to

a species of decentralization. This was necessary to make the blend, if not perfectly logical and self-consistent, at least something that men could conceive of trying to live with. "Modern federalism," as it was emerging, seemed to be nothing more than the constitutional grafting of some authentic, that is, pre-modern federal institutions onto a national government in order to achieve constitutionalized decentralization.

III

What the framers of the Constitution carefully called a compound of federal and national elements has come to be called modern federalism. The essential feature of modern federalism according to most authorities is the constitutionally guaranteed division of governing power.[16] The great political question

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[16] Cf K.C. Wheare, Federal Government, 3rd ed. (London: Oxford University Press, 1962), p. 11. "By the federal principle I mean the method of dividing powers so that the general and regional governments are each within a sphere, co-ordinate and independent."

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for modern federalism, then, is deciding about the division -- deciding what things are local, what national, and assigning them to the proper government. But this is remarkably like the question of decentralization, say, as asked by Tocqueville. The only difference, then, is that in a modern federal system the question of which things shall be done by whom is settled constitutionally (in our Constitution by enumeration of national powers), while in a unitary state the decision is made by the ordinary government. That is, in a unitary state decisions

about decentralization are made prudentially, while in a federal system they are made once and for all constitutionally.

But we all know that it is not so simple once and for all constitutionally to divide functions or powers. As Chief Justice Marshall said, "the question respecting the extent of the powers actually granted is perpetually arising, and will probably continue to arise, as long as our system shall exist." This perpetual question regarding the extent of the enumerated powers is our constitutionalized way of making prudential decisions regarding decentralization. The prudential question is, so to speak, a should we question: should something be done by the nation or the state? The constitutional question is a may we question: may the national government do it? It is one of the characteristic complications of American politics that we frequently consider whether we should do something in the form of a constitutional inquiry into whether we may do it. That is, just as the definition of modern federalism turns on the division of governing functions, so too the politics of American federalism turns on that division. The key federal question in American politics is which government should, rather, may do something. That is how we fight our battles over federalism. Liberty is held to depend upon the proper division.

This returns me to the two points in Professor Grodzins' work with which I began. He wanted to turn this flank, to shift the question of decentralization away from the idea of a neat federal division of functions among separated layers of government. The first of the two points dealt with Professor

Grodzins' view of the difficulty of defining localness. He rightly despaired of any division of governmental functions into things intrinsically and thus eternally national or local. But such a division is precisely what is contemplated in our concept of enumerated powers, and it is this concept that supports the "layer cake" theory of federalism. He was driven by the difficulty of defining localness towards rejecting any standard for distributing functions between state and national government. He came to argue that "Local Is As Local Does Be," that, as I quoted him earlier, "the true measure of 'localness' is . . . the extent to which local citizens are able to influence governmental activities, whatever . . . government is involved."

But for many reasons it is indispensable to find a basis for distributing duties among levels of government. And on the basis of our correspondence and conversations, I know Professor Grodzins still to have been grappling with the problem. I offer here briefly a suggestion regarding its solution which arose in our correspondence. The difficulty lies in the way the question is usually put: what <u>are</u> local political things, what <u>are</u> national political things? Too often the effort has been to define the localness of the thing in order to know where to assign the function. Some have tried to base the local-national distinction on a distinction between "internal" and "external" matters. Others have tried to base the distinction on the question of what affects only the interests of the locality as against the interests of all citizens. (As

Morton Grodzins wisely warned, on this basis less and less, in our day, would be reserved to localities.) Most such efforts at defining localness as a property of things have been soundly attacked as formalistic, artificial, static, etc.[17] The question,

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[17] Note, however, that the difference, say, between things internal and external was not very hard to see when conceived in terms of pre-modern federalism. The difficulty arises when federalism converges with decentralization, and one is trying to differentiate <u>governing</u> duties.

I suggest, should be reformulated. We should ask not what <u>is</u> local, but rather: by which level of government or combination of levels <u>is it best that this or that thing be done?</u>

Not by which the activity is most effectively done, but best including best for the people, the community,

I only have time to suggest some possible advantage of this reformulation of the question. It avoids the difficulty of considering localness as a property of things, which difficulty has caused some to turn away from the importance of assigning functions to localities. It addresses our attention instead to the relevant political question: how will the polity benefit on balance from the allocation decision. (Note that I am not asking: which government can do the thing best? That is far to narrow a basis on which to make decentralization decisions.) It thus opens the decision about decentralization to the whole range of advantages and disadvantages -- a subject which few have investigated in recent years -- which attach to doing a particular thing by local or national political institutions and processes. It permits a flexibility (which runs somewhat athwart the concept of enumerated powers) that we know is necessary; the significance of practically any governmental

What about "Temporary" national executive as "Only" "way to" apply a nationally acceptable standard

activity can under some circumstances change so as to make it better that it be moved up from local government or down to it, or be made more or less amenable to local political pressures. It would make it perfectly reasonable that "national" things ought nonetheless sometimes to be done by localities because the gains in so doing (in political participation, in summoning up voluntary local energies, in avoiding the necessity to make a national decision, etc.) offset the losses. And by the same token -- although it is offensive to those who believe that some things are eternally local -- it would make it reasonable that "local" things ought sometimes to be done by national government. In offering this reformulation of the question, I have revised Professor Grodzins' formulation, Local Is As Local Does, into Local Is As Local Should Be, which has different implications. But I think I remain in sympathy with his aim -- to escape from the idea that political things can be divided neatly into boxes marked "local" and "national."

I end by returning very briefly to the second of Morton Grodzins' two points. This was his argument that the blending, the sharing of functions among national, state and local governments is no threat to liberty so long as there is "decentralization by mild chaos." In this view, the safely decentralizing forces in the American system do not derive from the essential characteristic of modern federalism -- the constitutional division of functions. They derive from underlying political processes, from the decentralizing tendencies in American political parties, from the decentralizing

influence of constituency based Congressmen who deeply influence the national administrative machinery, from the decentralizing influence of local interest groups and professional associations. To the idea that these are vital decentralizing forces I give hearty assent. They are part of the vitality of American free institutions. Nothing has been more impressive than that the immense modern increase in government regulation and control has not nullified these decentralizing forces. And Grodzins was right to emphasize them to those who see the sole support of liberty in rigid federal division of functions. Since American or modern federalism, as I have argued, is a species of decentralization, it is right to emphasize and rely upon the whole range of decentralizing forces rather than upon rigid federal division alone.

But a warning. It is not right to pit informal, "political" forces <u>against</u> formal, constitutional federal features. (Burns and Dahl and Lindblom, for example, more generally pit "social pluralism" against constitutional checks and balances.) The latter are perhaps generative of the former. For example, the decentralized character of our political parties is surely due in considerable measure to the powers and dignities which our states are insured and have maintained under our federal system. Without some of the legal and formal aspects of that federalism, would the parties have become and remained quite so decentralized? To the extent that "political decentralization" is caused or nurtured by formal federalism, it would not be sound to make the one seem a substitute for

the other. Professor Schattschneider's excellent metaphor, of which I am reminded by Professor Herbert Garfinkel, is to the point. "The Constitution," he said, "is the river bed, the firm land whose contour shapes the stream" of our decentralized parties.[18] The notion of relying upon the "political" as against

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[18] Party Government (New York: Farrar & Rinehart, Inc., 1942), p. 124.

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the "constitutional" is like wanting a stream without the river bed. Such reliance, if offered as advice, say, to new nations who seek a guide in American institutions, would be like recommending the adoption of an effect while disparaging the worth of the cause.

A final word. Tocqueville, to whom we must turn if we wish to learn about decentralization, regarded America and England as equally excellent examples of salutary decentralization. But America is federal and England unitary. From this it follows that decentralization did not need federalism. But Tocqueville's view of England raises a question. Her decentralization was the result of her natural history. American federalism he regarded as an artificial construct. England's natural history is not available to others, America's construct is, at least in principle. That construct consists, as I have argued, in constitutionally grafting some pre-modern federal institutions onto a national government. A compound federal and national system -- for all its irritating inconsistencies--may be indispensable to achieving a necessary decentralization which the forces of modern life might otherwise cause to be lost.

PRINCIPLES OF ORGANIZATION
FOR
COLORADO STATE GOVERNMENT

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SUMMARY AND CONCLUSIONS

In summary, the principles of State executive organization discussed in this report are:

Basic Assumptions Concerning State Organization

1. The executive branch should function as a unit.

2. The executive branch is subject to legislative, judicial and electoral checks and balances in its operation of State government.

3. Sound patterns of organization are necessary for efficient governmental operation.

Principles of State Executive Organization

1. Formal structure of the executive branch should be created by statutory law rather than by provisions of the State Constitution.

2. The Governor should be totally responsible for the operations of the executive branch.

3. The organizational structure should provide for political as well as administrative continuity in the office of the chief executive.

4. The number of units or officers reporting to the Governor, or to any executive at a lower level, should not be excessive.

5. Responsibility at all levels should be vested in single executives each with adequate authority and powers of delegation.

6. The organizational structure should create a chain of command, and clearly define responsibility relationships.

7. Structural units within the executive branch should be arranged on a functional basis.

8. Differentiation should be made between staff and line agencies.

9. The names of units within the formal structure should reflect their function and status, and no inactive agencies or offices should retain statutory authorities.

The basis for inclusion of principles in this listing has been dependent upon whether the particular precept was consistent with the concept of executive unity. The principles have been stated chiefly in terms of a general purpose or situation, rather than by means through which they can be implemented. The question of implementation should be a matter for discussion after there is general agreement on the principles of sound organization.

"General acceptance" of any set of principles is difficult to establish. Thus it is to be expected that each of these points will find both support and opposition -- the proponents of weak, divided executive authority are still to be found at all levels of government. Nevertheless, such a consensus is necessary among those persons immediately concerned with executive reorganization. There can be little improvement from research and studies of executive organization if there is no agreement by the various study commissions and committees on the nature of the organization to result from proposed improvement measures.

The reorganization of existing governmental structures and the creation of new ones will continue to be an important tool of State Legislatures for the solution of operational problems in light of current situations. Since the time of the first major reorganization efforts half a century ago, principles of sound governmental organization have been an integral part of such attempts to keep abreast of the times.

CHAPTER I. INTRODUCTION

BACKGROUND INFORMATION

Pursuant to Section 3-3-8, C.R.S. 1963, the State Controller has a continuing responsibility for reviewing executive branch organization and for proposing improvements in structure designed to produce a more economical and effective government. Since its establishment within the Division of Accounts and Control, the Management Analysis Office has regularly carried out research assignments under this authority.

Over a period of years, the staff of the Management Analysis Office has developed explicit statements concerning the nature of the executive branch of State government and the principles which should guide specific decisions about its organization or reorganization. The sources of these statements have been texts in public administration and other management or public administration literature which formed the basis of the professional training of the analysts. Since organizational theory changes with changes in the operating circumstances of a particular structure, certain of the statements have had to be modified or rephrased in the light of findings of current studies conducted in Colorado or organizational research done in other states.

"Good" organization in the executive branch of State government is defined by reference both to theories of business administration and political science. A governmental unit must operate with many of the same imperatives as any other organization producing goods and services. But beyond a certain point, it is not true that government can be organized and run like a business. Ultimately, the soundness of governmental structure must be determined by its responsiveness to democratic controls and its political accountability; these features must, where there is conflict, take precedence over dollars-and-cents measures of effectiveness.

The relative importance of political and business administration theory will tend to shift in accordance with prevailing attitudes and changing situations. At any given time, one may be regarded as controlling. But even during periods of maximum emphasis on one aspect of the total theory, the principles of the other are not inoperative.

PURPOSE

1. The major purpose of this report is to express, in summary form, guidelines of organization from the executive point of view.

   Formal organization and the structure of the executive branch of State government are matters of legislative action, except for such aspects as are determined directly by the people through constitutional provisions. However, in this era of complex governmental operations, it has become increasingly common for the Governor, his staff agencies, or even the major operating departments, to initiate proposals for organizational improvements or to be asked to comment on plans advanced by legislators.

   In order to prevent contradictions in theory underlying separate comments on specific aspects of organization, and in order to provide a reference which reflects the executive point of view on general questions, this

report has been published for the use of both legislative and executive groups considering structural changes.

2. The second purpose is to encourage acceptance and continual application of a coherent body of organizational theory.

There is no lack of literature on the subject of governmental organization. However, there is no publication available which summarizes briefly the theories and principles applicable to the organization of the executive branch of State government in such a way that the peculiarities of the States are considered.

This summary is intended to meet the need that cannot be met by studies devoted to single principles of administration or by general governmental texts. It is hoped that this discussion will help reduce the number of organizational problems which arise from the application of contradictory principles to different parts of Colorado State government.

3. The third purpose of this publication is to reduce, in future studies, the space necessary to explain the principles upon which the decisions and recommendations were based.

Both good and bad provisions for change in formal structure are measured by their compliance with given principles of administration, either expressed or understood. A meaningful presentation must, therefore, refer to principles and, if necessary, explain and defend these principles. This separate analysis will make it unnecessary to devote space in each future study report to an explanation of these principles.

SCOPE

This study is limited to an examination of the theory of organization of the executive branch of State government, although many of the same principles apply to various types of structures. Some of the principles to be discussed will require constitutional reform to be put into effect; others will require statutory changes.

There is no attempt in this report to compare the actual State government with an ideal organization, nor is there any suggestion given for the proper method of advancing from the present structure to a theoretically better one. These are specific questions which would be better treated in separate studies.

CHAPTER II

BASIC ASSUMPTIONS CONCERNING STATE GOVERNMENT ORGANIZATION

There are certain basic assumptions concerning the nature of the executive branch of State government which must be agreed upon before the principles of internal organization can be properly examined. They are as follows:

1. The executive branch should function as a unit.

2. The executive branch is subject to legislative, judicial and electoral checks and balances in its operation of State government.

3. Sound patterns of organization are necessary for efficient governmental operation.

Since these basic assumptions are widely supported in theory, but frequently violated in practice, it is advisable to discuss them briefly.

1. The executive branch should function as a unit.

By definition, to organize is to cause to develop an organic structure, to arrange or form a coherent unity or functioning whole, or to arrange by systematic planning and united effort. To discuss principles or organization then, it is necessary to first visualize a single coherent unit of operations carried on by people who are a part of the structure. Although most recent trends appear to support the concept of unity, there remain instances in which reorganization provisions seem designed to weaken executive power. 1/

An executive branch founded upon the belief that it is desirable to create a fragmented power structure by divorcing sections of its operation from the

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1/ "At the heart of the reorganization controversy in most cases is the question whether the executive structure shall be unified--power 'centralized'; or whether the executive structure shall be divided--power 'decentralized'. There is a continual contest between forces in and out of government as to which tendency shall prevail.

"The history of State reorganization would suggest that there is no final answer, that particular solutions are dependent upon the conditions and events at any given time. Nevertheless, the trend in almost all states has been toward centralization, with continuing attempts to strengthen the governorship and improve the coordination of the State administrative structure."

James R. Bell and Earl L. Darrah, State Executive Reorganization: 1961 Legislative Problems: No. 3. Bureau of Public Administration, University of California, Berkeley. February, 1961. P. 1

remainder of the executive branch is not an organizational unit. True, a theory of organizational disunity could be evolved, but it would require the development of new principles. In such case, the generally accepted principles of organization would be useful only as applied to each separate fragment; in no way would they be applicable to the entire executive branch.

The separate election of certain executive officers and board or commission members is a central feature of the "decentralized" executive branch. The creation of more elective offices is supported under the theory that the electorate's control over the executive is thereby strengthened. This theory might be more acceptable if it could be shown that the electorate clearly understood the duties and responsibilities of each office and held the individual office holder clearly responsible for his actions. Yet the one official most commonly held responsible for the triumphs or failures of State government is the Governor--whether or not he had any means of control over the agency or agencies in question. In short, accountability for the "faithful execution of all laws" should center in the Governor, who can then be judged fairly by the people at the polls.

The objective of responsible representative government, then, requires the unification of executive operations. The problem of control over the executive branch should not be skirted by the creation of elective executive offices and boards or commissions with "holdover" tenure. Instead, control should emphasize improvement in reporting procedures, the establishment of goals and broad policy by legislative action, and the use of performance audit techniques.

2. <u>The executive branch is subject to legislative, judicial and electoral checks and balances in its operation of State government.</u>

Inseparable from the concept of the executive branch as a responsible unit is the assumption that the executive branch is one of three interlocked parts of State government. Given this form adopted by State as well as Federal governments, the sphere of influence of the executive branch is bounded on the one side by the Legislature which can authorize activities and appropriate funds, and on the other by the courts which can determine the validity of executive interpretation.

Equally important, but sometimes overlooked, are provisions for initiative, referendum and recall. Colorado's Constitution reserves to the people the power to propose laws and amendments to the constitution and to enact or reject the same at the polls, independent of the Legislature and the Governor (Article V, Section 1), and to recall from office every elective public officer of the State (Article XXI, Section 1). These powers are, of course in addition to the more normal exercise of choice at the general elections.

The thought behind the use of checks and balances is well-described in the adage "Power corrupts. Absolute power corrupts absolutely." However, many State governments, Colorado's serving as an example, feature a chief executive so tightly bound by additional checks and balances (i.e. rival elected officials, elected board and commission members, and holdover appointments) that it is a debatable point whether or not the Governor actually has the power often attributed to his office. Speaking realistically, the often expressed fear of a dictatorial governor is not well-founded.

Though not technically a part of a discussion on the traditional aspects of checks and balances, a fourth element has come clearly into the picture--the Federal government. Agencies operating largely on Federal grants-in-aid are authorized by State Legislatures to accept such funds, but the administration of these funds is covered by statutes and the specific unit of organization is often dictated by Federal regulation. Such a removal of discretion and accountability from the State level of government not only fosters disunity in the executive branch, but also violates the principle of maintaining a legislative check over executive action. "State" agencies structured in accordance with Federal rule, operating on budgets funded from Federal grants, and accountable to a Federal agency can circumvent the control of any State official.

It is not the purpose here to explore State and Federal relations at length, but merely to note the impact of Federal regulations on State government. However, in the long run, students of State government will need to determine whether or not the theory of democratic government requires that the State Legislatures retain organizational and budgetary authority over Federal money and that the State governor, rather than the director of a subordinate agency, be accountable for the results of a Federal grant program.

3. Sound patterns of organization are necessary for efficient governmental operation.

Sound principles of organization will contribute directly to a more economical, effective and responsible executive structure. This assumption is basic to the study, since the value of theory, itself, must be assumed or expressions of theory are valueless. The following reasons argue for the acceptance of general principles of organization in advance of specific proposals for reorganization:

A. The most pragmatic approach to organizational problem-solving is based on some sort of theory, whether stated or not, whether the "theory" is valid or not.

What may appear to be intuition in the solution of some organizational problem may in fact be the unconscious application of a theory, a theory that can often be inferred from the arguments in support of the proposal. For example, a plan to merge two agencies may have its origin in the "principle" that consolidation brings reduction in cost. The initiator might cite savings in men and equipment from the simultaneous service to both agencies, thus revealing the theoretic basis of the proposal--economy. However, had the "principle" been stated--consolidation results in economies--it could have been demonstrated that increases in cost are as likely to result from consolidations as are decreases. Thus the intuitive or unsystematic approach to organizational problem-solving may or may not bring about the desired results.

B. An examination of all pertinent theories is required if contradictions are to be avoided.

A principle of organization by itself is neither good nor bad. For example, it could be stated that democratic values could best be

preserved by putting an elected official at the head of each functional unit of State government. Clearly, this would contradict the principle of unity in the executive department. Thus, the value of a somewhat more "democratic" method of selecting officials would have to be weighed against the disadvantages accruing from a further erosion in the powers of the Governor.

The endorsement of any theoretical system implies a belief that in total the benefits of this particular view of the ideal organization are greater than those of alternative arrangements. Individual principles may overlap and/or work at cross-purposes, thus, the value of a single principle cannot be determined without reference to the system as a whole.

C. Theoretical inconsistencies may cause operational problems such as loss of control, reduced effectiveness and/or increased costs.

With the increasing complexity of government, accountability is becoming a more complicated problem, involving the use of more sophisticated and costly techniques. Budgeting, planning accounting, and reporting are some of the mechanisms of control over an organization. However, the effectiveness of any system of planning or reporting depends upon the authority of the reviewing officer. Thus, budget review by the Governor is much less effective if the agency in question receives most of its funds in the form of a Federal grant, or if the agency is directed by another elected official. If the meaningful audit of a State agency is performed by a Federal bureau, then an audit carried out under direction of the State Legislature may be just a costly duplication of effort.

If theoretical inconsistencies in the organization of State government are to be avoided, then great care must be taken to examine all possible alternatives before any moves are made affecting organization. Since this has not always been done in the past, Colorado's State government could profitably stand a careful examination of its existing organization. Then, after such an examination of alternative patterns of organization, an organizational structure that best suited the needs of Colorado could be devised. Once such a pattern or model had been established, then all subsequent changes in organization should be carefully designed to fit the existing organization.

CHAPTER III. PRINCIPLES OF STATE EXECUTIVE ORGANIZATION

General principles governing the organization of the State executive branch are listed below and individually discussed on the following pages:

1. Formal structure of the executive branch should be created by statutory law rather than by provisions of the State Constitution.

2. The Governor should be totally responsible for the operations of the executive branch.

3. The organizational structure should provide for political as well as administrative continuity in the office of the chief executive.

4. The number of units or officers reporting to the Governor, or to any executive at a lower level, should not be excessive.

5. Responsibility at all levels should be vested in single executives each with adequate authority and powers of delegation.

6. The organizational structure should create a chain of command, and clearly define responsibility relationships.

7. Structural units within the executive branch should be arranged on a functional basis.

8. Differentiation should be made between staff and line agencies.

9. The names of units within the formal structure should reflect their function and status, and no inactive agencies or offices should retain statutory authorities.

Each of these nine principles, and their more important implications, will be discussed on the following pages.

1. <u>Formal structure of the executive branch should be created by statutory law rather than by provisions of the State Constitution.</u>

The problem of constitutional law as it affects executive organization is so central an issue that government "reorganization" to many people means constitutional reform -- specifically, reform aimed at reducing the number of elected officials.

> " 'A constitution states or ought to state, Justice Cardozo once wrote, 'not rules for the passing hour but principles for an expanding future.
>
> " 'The early state constitutions met this test admirably. They delineated the functions that the government was to perform and the political and personal liberties that it was not to invade, but that, for the most part, was all. In time, however, most state constitutions departed from the early models, federal

and state, and took on, in Chief Justice Marshall's phrase, 'the prolixity of a legal code.'" 1/

Structural detail, whether it consists of constitutional establishment of offices and agencies or the prescription of powers and duties for units of the executive branch, tends to make rigid and permanent that which should be flexible and responsive to current, changing needs. The trend reflected in the constitutions of newer states and the products of recent constitutional conventions in older states is back to the original type of constitution, or one which eliminates specific organizational provisions and empowers the legislature to create the sort of executive structure necessary to carry out the prescribed functions. Thus, it is generally accepted that a constitution should be limited to general definitions of authorities and responsibilities and that statutory law, readily amendable to meet current situations, should carry the burden of detail.

The provisions of statutory law dealing with executive organization should be confined to the amount of detail necessary to properly define the authority granted the executive arm and to fix responsibility for carrying out the assigned functions. Within legally defined limits on methods of operation, responsible officers should determine how they will discharge their responsibilities. In short, the legislature should prescribe the "what," "who" and "when." The Governor and lesser executive officers should determine the "how."

A problem touched on briefly earlier, is that of the effect of federal programs on State organization. Some federal grants-in-aid include stipulations that specific organizational units be created to administer the program. Such requirements tend to restrict both the legislature and the Governor in their respective obligations to supervise and administer the programs.

The solution to this problem of State-Federal relations will probably require a greater reliance on State's abilities to manage joint programs. If the conditions of receipt of federal money were simply the enactment of certain authorization legislation, regardless of where the function were assigned in the executive branch, then State legislatures would retain their initiative. Were the Governor designated as the officer authorized to accept Federal money and responsible for proper accounting, grants-in-aid funds would then not differ administratively from other revenue sources.

This more liberal viewpoint has been adopted in some of the more recent Federal grants-in-aid legislation. An example is the following section taken from Public Law 88-578, the Land and Water Conservation Fund Act of 1965:

> Section 5 (f) -- "Payments for all projects shall be made by the Secretary /of the Interior/ to the Governor of the State or to a State official or agency designated by the Governor or by State law having authority and responsibility to accept and to administer funds paid hereunder for approved projects. If consistent with an approved project, funds may be transferred by the State to a political subdivision or other appropriate public agency."

1/ Robert B. Dishman, State Constitutions: The Shape of the Document. National Municipal League, New York. 1960. P. 14.

2. The Governor should be totally responsible for the operations of the executive branch.

> "If the actions of our State agencies do not reflect the mandate of the voters in electing a Governor, the whole purpose of democracy is frustrated." 1/

This comment by Governor Mark Hatfield of Oregon, addressed to the Legislature in connection with the submission of a reorganization proposal, doubtless echoes the sentiments of other chief executives. It also expresses one of the most common principles of public administration. The whole theory of democratic state government requires that the governor be politically responsible for executive operations.

Responsibility is a worthless concept unless sufficient authority exists to discharge it. Each barrier between a Governor and an executive agency effectively decreases his responsibility. Every "independent" agency responsible to the public through some channel which bypasses the Governor reduces the responsibility of the Governor. If the Governor is to be held responsible for executive operations, he must be in the same position as the president of a corporation. His office must be the center of control with policy and controls flowing downward and accountability reports from all subordinates coming upward to his office.

The Governor, as chief executive of the State, must also be allowed the necessary time to accomplish his various administrative responsibilities. In this respect, an increase in his authority to act as outlined above should be matched with an overall reduction in number of some of his less important duties. For example, the Governor should not be required to act in an ex-officio capacity on a multitude of assorted boards and commissions; as chief executive he has standing authority to attend all State meetings or to send his authorized representative, if he chooses to do so.

Although the ultimate accountability of the Governor is to the people, the immediate and continuous control of the executive branch is in the hands of the Legislature:

> "The third role which clearly belongs to the Legislature is that of primary decision maker. While the executive and the judges make many decisions in the course of their daily work in rendering service to the public, all of these must be made within the framework of the basic decisions enacted as laws by the legislators. Without laws creating executive departments, and assigning them the broad duties which they are to carry out, they could have no existence or function. Every expenditure is made within limits imposed by legislative appropriations. Truly, all administration and adjudication is dependent upon legislation. The legislative function is the basic one in government." 2/

1/ Mark O. Hatfield. Recommendations for Reorganization of the Executive Branch. Office of the Governor, Salem, Oregon, December 1960. P. 4.

2/ Harvey Walker. "The Role of the Legislature in Government." State Government. Council of State Governments. Chicago, Illinois, Spring, 1960.

In this respect, the Governor should serve as the spokesman for the executive branch. He should be the one called upon by the Legislature to explain and defend activities of the executive branch, including the planning and budgeting of work and its eventual direction and evaluation. Again, to be responsible for executive operations -- to be in effect the real spokesman for such operations -- the Governor must have meaningful authority over top ranking State executives and these, in turn, must have effective control over their subordinates.

3. The organizational structure should provide for political as well as administrative continuity in the office of the chief executive.

This discussion centers around the more normal problems of continuity, those caused by death or disability or the election of a new chief executive, rather than those occurring during periods of national emergency.

The election of a Governor serves as a popular endorsement of his proposed policies, programs, and political philosophy for the term ahead. If he is prevented by death or disability from completing his term, the original commitment to his goals remains and his successor should be a person of known devotion to those same goals.

Perhaps more important, from the standpoint of frequency of occurrence, is the continuity break caused by the election of a new chief executive. To prevent the recurrence of periods when, due to the incumbent's lack of familiarity with the State machinery, no effective control is exerted by the Governor's office, the organizational structure should provide for the appointment of classified civil service personnel to exempt positions. Persons qualified by training and experience for departmental or high level staff positions could be granted leave of absence without pay from the classified service during the period of exempt service. Upon completion of the term of service, the officer or employee would be returned without prejudice to his previous position in the classified service or to a similar position with equal responsibilities. By extending the process of recruiting for confidential exempt positions to include both qualified political appointees and career employees in the classified civil service, employee morale would be improved through emphasis of the fact that quality career service could lead to a high level appointment.

To allay fears that increased numbers of appointive executive positions would lead to indiscriminate selection based solely upon "party loyalty," position standards, setting forth education and experience requirements, as currently established through position classification by the Civil Service Commission, should be set by statute for all exempt positions. If such standards were set, the public could be assured that high level positions in Colorado State Government were filled on the basis of merit and professional competence in a field relative to the appointment. Public confidence in State government would thus be maintained.

4. The number of units or officers reporting to the Governor, or to any executive at a lower level, should not be excessive.

"Span of control" is a convenient measure of executive responsibility. It refers to the number of immediate subordinates an executive or supervisor

should have to permit him to perform at an optimum level. The span ranges between two and an indefinite number. An executive, whose exercise of valid judgment on the merits of a subordinate's performance requires extensive dealings with the subordinate, should maintain a narrow span of control. On the other hand, a supervisor, who oversees more routine operations, could perhaps handle a number of employees limited only by problems of communication and techniques of measuring output.

In determining the optimum number of subordinate officers to be assigned to report to a state executive, there is no one ideal span. The more diverse the activities and authorities of subordinates, and the more participation required of the executive in policy determination and problem solving, the smaller the optimum span of control. On balance, as indicated by the limitations placed by recent constitutions on the number of major departments, the consensus of opinion is that a Governor's span of control should be limited to between ten and twenty immediate subordinates. These may be either the heads of various formal departments or staff members to whom the department heads report.

Presently in Colorado the Governor's span of control is anything but ideal. In theory, the Governor personally oversees the activities of virtually all the State's boards, commissions, departments, offices, etc. It would seem that a streamlining of the executive branch to a point where it contains no more than ten or twelve functional departments should have top priority in any reorganization effort.

At the same time, consideration should be given to establishing a limit on the total number of State employees exempt from the classified civil service. If reorganization resulted in the formation of twelve departments, then, allowing one exempt position per department and six exempt positions for the Office of the Governor, the total number of state positions exempt from the classified service would not exceed eighteen.

Span of control for the next echelon down from the top depends largely upon whether these executives are department heads or policy coordinators. Department heads would be expected to deal with a broader range of operational problems -- running from policy matters to problems of air conditioner maintenance -- than would the Governor's coordinators. Thus, the "line" executive would be expected to have a smaller span of control than the policy coordinator.

Descending through the organization, activities and authorities tend to become homogeneous, thus allowing for an increased span of control.

5. <u>Responsibility at all levels should be vested in single executives, each with adequate authority and powers of delegation.</u>

Management, in the final analysis, is management of personnel. When a superior office "controls" the policies and functions of a subordinate unit, what really happens is that the director of the principal agency guides the decisions of a subordinate officer and evaluates the results of those decisions. Thus, the subordinate becomes personally accountable for his actions.

It is this superior-subordinate relationship and the ultimate concentration of responsibility in the superior office that dictates that points of responsibility should be filled by single executives. A director can guide the

decisions of an individual but not those of a seven-man board. A single subordinate can be called to account for waste and inefficiency in operations, but not a board, especially if board decisions were split without consistent voting by any single member.

To balance authority and responsibility throughout the organization, points of accountability must be clearly identified and the proper authorities and responsibilities tied to those positions. Perhaps the most common instance of violation of this principle, and one which demonstrates the importance of formal structure in creating responsive organization, exists when the head of an agency is held "responsible for all duties of the agency," yet in some other part of the law a subagency is described as being "within" the principal agency but not subject to principal agency control. In such a case, the head of the principal agency can hardly be held responsible for his "subordinate's" actions.

A policy vesting all authority and responsibility in the head of an agency could result in a situation where all actions, no matter how routine, would be performed by the director. If this is to be avoided, provision must clearly be made to enable the agency head to delegate authority to subordinates. By so doing, the director cannot escape responsibility, but he can apportion his work load and at the same time hold his subordinates responsible to him.

Somewhat related to the power to delegate authority is the need for an agency head to be able to establish his own internal organization. He must have this authority to meet the current needs of his operations and to make the best use of his personnel.

"An especially troublesome problem in reorganization, and one to which no completely satisfactory solution has yet been found, is presented by certain agencies -- such as tax commissions, public utilities commissions, and industrial commissions -- which are charged with the performance of both administrative and quasi-judicial functions. Stated in its simplest terms, the problem is that of preserving the independence of these agencies with respect to their quasi-judicial work, while at the same time making them accountable to the Governor in administrative matters." 1/

A possible solution may lie in the establishment of single-headed agencies as integral parts of the executive structure with the provision that issuance of rules and regulations (the quasi-legislative function) and rulings (the quasi-judicial function) would be made by the board or commission with no administrative direction.

6. The organizational structure should create a chain of command and clearly define responsibility relationships.

The "chain of command" consists of a connected series of organizational positions through which instructions pass downward and accountability reports travel upward. A clearly established chain of command assures every employee

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1/ Clyde F. Snider, American State and Local Government. Appleton, Centure, Crofts, Inc., New York, 1950. P. 252.

of adequate information -- or it identifies the person or persons who failed to provide it.

A benefit derived from a well established chain of command is that it eliminates "blind spots" in an organization. With information flowing freely up and down the chain, executives will have the available information necessary for sound decision making, and employees, the information required for proper performance of their duties.

The removal of gaps in communication tends to have a beneficial side effect on employee morale. If employees know and understand their position in the overall organization, they are less apt to become overly fixed in their loyalty to a particular agency. While an organization can develop loyalties to itself, a compartmentalized structure generally obtains loyalty only to its parts.

7. Structural units within the executive branch should be arranged on a functional basis.

If the varied activities carried out by state governments are to be fitted into a unified organization and subjected to meaningful administration, then some form of consolidation must take place. In short, there must be some sort of integration of the various smaller units into larger and more manageable units.

"Integration is the term applied to the grouping together in a single department of various related activities which, prior to reorganization, were administered by a number of independent agencies. The integration process involves the replacement of a large number of independent and uncorrelated agencies by a small number of major departments. Thus all activities related to agriculture may be placed in one department, those concerning public works in another, and those related to public welfare in a third. By this process it is sought to correlate all activities in a given field, eliminate duplication of effort, and reduce to manageable size the number of administrative units over which the governor is expected to exercise supervision." 1/

Consolidation or integration can be undertaken on one of two bases: function or process. Functional reorganization groups together those agencies that provide goods and services for purposes that are related. Under this system agencies serving to contribute to the welfare of citizens would be brought together in one department, agencies regulating business would come together, etc. The other basis of consolidation is by process -- that is, agencies which do similar things would be grouped. Thus, agencies which issue licenses (regardless of purpose) would be brought together, and those which enforce laws by investigation would be consolidated, etc. Neither basis is innately more desirable, but the functional basis is more feasible, for there are more governmental activities which are undertaken for similar ends than there are concentrations of like activities. The concept of grouping by process is more often applied to the internal organization of an agency (e.g.,

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1/ Clyde F. Snider, American State and Local Government. Appleton, Century, Crofts, Inc., New York, 1950. P. 245.

establishment of a typing pool) and, occasionally, in defining the role of staff and service agencies.

Once the consolidated agency has been created, the question arises as to which separate units need to retain statutory existence. The only rule is that there is none. Continuation of a once independent organizational unit as a distinct statutory subagency places a limitation on the executive in charge of the principal agency. In effect, it is a directive by the legislature that there must be persons assigned to carry out certain duties and that accounting for these activities must be kept separate. It also insures that a shortage of revenue or any other circumstance will not be used by the director to justify shifting emphasis from that set of functions to some others within his discretion. It should be remembered that such a limitation on executive authority also limits responsibility. Thus, the disadvantages of multiplying responsibility points within an agency should be weighed against some positive advantage to be gained before subagencies are created or retained by statute.

8. Differentiation should be made between staff and line agencies.

Line agencies are units of the executive branch that carry out the functions of state government through direct dealings with some part of the public. Staff agencies are units of the executive branch which perform functions that stem both from the existence and operations of line agencies, and the need of the Governor for staff services.

Existing on the one hand as researcher, advisor, and communicator for the Governor, a staff agency may be considered as an extension of the Governor's office, its authority derived from that of the chief executive. Being also a buyer, transporter, accountant, and clerk for line agencies, a staff agency has some "line" functions. Thus, lacking a reason for existence except for the needs of the Governor and other agencies, the staff agency should be administered separately from line agencies.

9. The names of units within the formal structure should reflect their function and status, and no inactive agencies or offices should retain statutory authorities.

Standardized terminology used in statutes and orders affecting the formal structure of the executive branch could result in agency names which in themselves would communicate the functional responsibility of the agency, whether it was staff or line, whether principal or subordinate, and the position of its chief executive officer. To reduce existing State organization to an orderly listing of agencies with standardized names would require extensive revision of the law; to maintain the system, would require authorization for the bill drafting agency to modify all organizational legislation introduced in such a way as to reflect the standard language. The value of such an effort is three-fold:

(1) The public could determine from the statutes themselves the basic information about executive structure.

(2) The use of standardized names and titles would simplify inter-agency communications, and conduct of agency surveys and other administrative operations.

(3) The determination of what agencies exist within a given functional area, and what their inter-relationships are, would be simplified.

A plea for standardization of terminology is a part of most general reorganization studies. In the interest of clarity we propose a uniform terminology in the description of department and service agency subdivisions and in the titles of supervisors by order of rank, as follows: 1/

Organization Unit	Title Head
1. Department	Commissioner
2. Division or Office	Director
3. Commission	Chairman and Associate Commissioners
4. Section	Chief
5. Unit	Supervisor

1/ The Colleges and Universities of the State, in common with educational institutions throughout the nation, have an established pattern of organization based upon various "colleges" and departments. For this reason, it is not anticipated that the proposed terminology would be applied to such institutions.

Agencies such as the State Forest Service, State Historical Society, Civil Air Patrol, and others with well established, clearly identifiable names should also be exempt from the proposed system of standardized terminology.

SOUTHERN REGIONAL COUNCIL

THE SOUTHERN REGIONAL COUNCIL

The winds of change blowing steadily over the South are shifting people from farm to city, stimulating economic development, altering the political landscape, breathing fresh life into educational institutions. Most important of all, they are sweeping away the unnatural code and out-moded customs that once dictated the conduct of race relations.

In this period of pervasive social change, the Southern Regional Council occupies a central position. Since its birth almost a half century ago, it has stood at the turbulent center of progress to an open, equal, unsegregated society. To achieve this goal, its methods are research, the persuasive force of education, and the skills of community organization.

A LINKAGE OF PEOPLE AND IDEAS

From the beginning, the Council idea was to create and sustain a sincere and open-minded dialogue between Negroes and whites. In 1919, a group of the South's leading church people founded the Commission on Interracial Cooperation to encourage the interchange of ideas and mutual trust between the races. Opening such channels of communication and keeping them open always, not merely as a last resort in crisis, was a revolutionary concept in those days. Now, it is widely recognized as a fundamental necessity for intergroup amity.

When the Commission was succeeded by the Southern Regional Council in 1944, the idea of continuing dialogue was carried forward. Today, it is sustained through these programs:

• **State Councils on Human Relations:** Organized by SRC in 1954, Councils in eleven southern states function independently, with programs as varied as the needs of the states they serve. Some Councils are involved in tutorial programs for culturally deprived children; others in obtaining peaceful compliance with civil rights laws; still others in equal employment opportunities and accelerated school desegregation. Each is a state center of information in human relations. All of them draw strength from a constant interchange of ideas and material and from the resources and support of the SRC.

By 1964, their growing membership united nearly 10,000 Southerners, Negro and white. The major part of their combined budget—nearly $300,000—is raised locally, in evidence of their firmly rooted place in southern life.

• **Annual Meeting:** The Southern Regional Council consists of a body of one hundred members drawn from both races and the thirteen southern states. These distinguished men and women meet yearly in a conference which is a seed-bed of thought. From it regularly come new directions in all concerns of the region.

• **New South:** A monthly magazine, perhaps the most highly regarded publication in the field, presents provocative articles from nationally known contributors. It reaches about 6,000 opinion makers.

• **Fellowship of the Concerned:** This project links together church women all over the South. It grew out of the old Association of Southern Women for the Prevention of Lynching. Today it brings key women leaders together for conferences and workshops to share ideas on many aspects of southern life.

• **Southern Inter-Agency Conference:** SRC acts as secretariat for the Southern Inter-Agency Conference, which links together virtually all agencies in the field. These range from such militant groups as the Student Non-Violent Coordinating Committee and the Congress of Racial Equality to church groups and service agencies such as the American Friends Service Committee and the YWCA.

• **Less formal,** but equally important in this linkage of people and ideas, is the continuous use of SRC resources and offices as a meeting place through which all strands of the human relations movement weave their way.

THE FOUNDATION IS RESEARCH

Programs such as these, no matter how well conceived, cannot bear fruit without a solid foundation of information. The foundation stones of the Council structure are its library and research facilities. The library is a specialized collection in depth, containing thousands of volumes, pamphlets, special reports, field studies from private agencies and government, and from individuals and universities. It includes the largest collection of newspaper and magazine clippings dealing with southern racial and political issues.

SRC is not only an information center, but a frequent publisher of original studies keyed to the critical problems of today and the emergent problems of tomorrow. Its publications have demonstrably influenced the policies and practices of southern leaders and governmental bodies. Titles of recent years, representing the range of SRC research, include the following:

The Federal Executive and Civil Rights
The Negro and Employment Opportunities in the South (a series)
The Economic Status of Negroes, V. W. Henderson
Albany: A Study in National Responsibility, Howard Zinn
Louisville, Memphis, Charlotte, Brunswick (a series), Benjamin Muse and Pat Watters
Southern Schools: Token Desegregation and Beyond, J. K. Moreland

The library and research staff are chief bulwarks against easy answers and facile slogans. For while the Southern Regional Council is totally committed in an area of great controversy, it strives ceaselessly for objectivity in its studies and consultations. Its reputation for objectivity is widely respected. Scholars, government officials, and private agencies constantly draw upon the library for reliable information. National publications and other mass media routinely check their facts with the research staff.

SPECIAL PROJECTS

The combination of broad-gauged community programs, of research and study facilities, and of a highly skilled professional staff, gives SRC unique flexibility and strength. Thus it can sponsor special projects which no other agency, or group of agencies, is equipped to undertake.

• **Voter Education Project:** Started in 1962, this was the most ambitious drive ever for full Negro voter registration in the South, registering over 600,000 new voters in cooperation with persons and groups throughout the region. The field work ended in October 1964. The VEP is engaged now in a comprehensive analysis of its data for book publication.

• **Foreign Visitors:** At the request of federal agencies, the Council serves as official sponsor for scores of overseas visitors each year. Most of these are either government officials or influential leaders who want an unbiased view of race relations in the South.

• **And Many More:** Each year's Annual Report shows a variety of short term projects. In recent years these have included such diverse undertakings as a psychiatric study of the effects of desegregation upon school children, an evaluation of the work of northern graduate students as summer school instructors in southern Negro colleges, and the coordination in early 1964 of a large south-wide effort to assure compliance with the Public Accommodations Law when passed. And many more.

SOME FACTS ABOUT SRC

Organization: The Southern Regional Council is non-profit, non-political, and non-denominational. As such, it has been granted tax exemption by the U.S. Treasury Department. It is not a mass membership organization but consists, as previously noted, of one hundred outstanding Southerners.

Between annual meetings, an Executive Committee of fifteen members meets periodically to plan and review program and to direct the staff.

Policy: In 1962, the SRC reaffirmed "A Statement of Policy and Aims" which reads in part:

"The South of the future toward which our efforts are directed is a South freed of stultifying inheritances from the past. It is a South where the measure of a man will be his ability, not his race; where a common citizenship will work in democratic understanding for the common good; where all who labor will be rewarded in proportion to their skill and achievement; where all can feel confident of personal safety and equality before the law; where segregation will be recognized as a cruel and needless penalty on the human spirit and will no longer be imposed; where above all, every individual will enjoy a full share of dignity and self-respect, in recognition of his creation in the image of God."

Finances: The Southern Regional Council operates on a yearly budget of approximately $235,000, plus an equal or greater amount for special projects. The magnitude of its activities leads many to believe that it is privately endowed. SRC has no endowment. Its support comes from foundations, church denominations, trade unions, and other friends. As its influence and responsibilities grow, so too will the need for long-range support of the Council's philosophy and programs.

OFFICERS

President	John H. Wheeler, Durham, N. C.
Vice Presidents	Rufus E. Clement, Atlanta, Ga.
	Josephine Wilkins, Athens, Ga.
	Marion A. Wright, Linville Falls, N. C.
	Stephen J. Wright, Nashville, Tenn.

EXECUTIVE COMMITTEE

Chairman	Raymond M. Wheeler, Charlotte, N. C.
Members	Paul R. Christopher, Knoxville, Tenn.
	James McBride Dabbs, Mayesville, S. C.
	Albert W. Dent, New Orleans, La.
	C. G. Gomillion, Tuskegee, Ala.
	Mrs. J. N. Rayzor, Houston, Texas
	McNeill Smith, Greensboro, N. C.
	H. Franklin Williams, Coral Gables, Fla.
	Thomas W. Young, Norfolk, Va.
Legal Counsel	Joseph F. Haas, Atlanta, Ga.
Executive Director	Leslie W. Dunbar
Secretary-Treasurer	Mrs. Ruth House Alexander

When the Southern Regional Council was founded in 1944, its incorporators were Dr. Rufus Clement, President of Atlanta University; the late Dr. Charles S. Johnson, President of Fisk University; Ralph McGill, then editor of the *Atlanta Constitution;* Bishop Arthur J. Moore of the Methodist Church; and the late Dr. Howard W. Odum, professor of sociology at the University of North Carolina.

". . . In working to make equal opportunity a reality in all parts of our national life, the Southern Regional Council is advancing the cause of all Americans. In promoting good will and better understanding among people of all races, colors and creeds, the Council is serving not only the South but the whole country. . ."

—John F. Kennedy, The White House,
November 8, 1961

Southern Regional Council
5 Forsyth Street, N.W., Atlanta 3, Georgia
1965

SCHOOL IS HELPING PUBLIC OFFICIALS

Carolina Institute Offers Training in Many Fields

Special to The New York Times

CHAPEL HILL, N. C., Feb. 25—An unusual state-supported school has been set up here to counter criticism by many in state and local government that key officials, because of lack of training and education, are incompetent to deal with the complexities of modern public administration.

The Institute of Government at the University of North Carolina offers a course for nearly every state, county and municipal officeholder, including legislators, welfare officers, tax collectors, firemen, sheriffs and the state highway patrol.

If the institute does not have a desired course, according to John L. Sanders, the director, it will create one. It did so this year for North Carolina's municipal fire chiefs.

Forty fire chiefs are expected here in April for a course in municipal fire department administration and management. The course is a departure from the usual state university "short course" for firemen, which traditionally places emphasis on technical skills.

The institute faculty of 26 includes three doctors of philosophy, 19 lawyers and a librarian. Up to 100 students—at the institute they are called clients—attending courses may occupy the air-conditioned hotel accommodations that are part of the institute's $1-million Knapp Building on the university campus here.

Schedule of Courses

This week, the schedule of courses started with wildlife supervisors, and went on to probation officers, county attorneys and building inspectors. Next week the institute will conduct a regular in-service training course for about 50 wildlife wardens. It also will have a police management course, a personnel officers' school and special courses for municipal purchasing agents and for finance officers.

The institute operates all year and enrolls about 7,000 persons annually, some for periods of up to 13 weeks.

Nationally, the problems raised by the uncertain competency of state and local officials are regarded as vast. A total of more than 500,000 elective officials conduct public interest at the levels of government closest to the people, the 80,000 separate units of local government in the United States. Many of them operate under antiquated constitutions and charters and often are with-

out adequate staffs and equipment.

There are 3,043 counties alone in the United States, plus more than 17,000 each of townships and municipalities, 25,000 independent school districts, and more than 18,000 so-called special districts, providing fire, water, sewer, refuse, power and other services.

Demands Are Soaring

Particularly in suburban jurisdictions—where more than half the total metropolitan-area population of the United States now lives—the demand for both volume and sophistication of public services has been soaring. Yet standards for office-seekers are frequently low and voter information about and interest in candidates is often lower.

North Carolina decided to take steps to improve the quality of its public administration through education in 1931, when Prof. Albert Coates, now in the Law School here, began the Institute of Government.

With a current budget of $600,000 a year, 60 per cent of it provided by the state Legislature and the balance from Federal and private foundation grants and the income in contract training and the sale of publications, the institute is now the largest and most diversified of the 60 governmental training and research organizations at American colleges and universities. There is no tuition charge at the institute.

'Slow in Training'

"The states have been awfully slow in training their own personnel," according to Dr. W. Brooke Groves, a leading authority on state and local government at the Library of Congress in Washington. He called the Institute of Government here "unlike anything in the country."

This year, 153 of 170 members of the North Carolina Legislature came to a two-day briefing for legislators, including all but two of the 70 new members.

Mr. Sanders, 39 years old, said the institute had "overcome the idea that training for public officials is an admission that they are unsuitable for office."

"We've done a great deal of not very glamorous work for those people and they appreciate it," he said. "They seem to accept us as professionals who are interested in their problems and are not trying to preach to them. Whiel we are certainly interested in public policy, we also have avoided advocacy and partisanship, and I think we are trusted."

Gov't State

Political Factor in Education - Higher

Atlanta Times

By WINDRED L. GODWIN
Director, Southern Regional Education Board

2/26/67

ATLANTA — Gov. Ronald Reagan has been making dramatic headlines about California's colleges and universities, but they should not cloud our understanding of the ever-growing relationship of politics and higher education.

Because universities stand closer than ever to the center of power and influence in our society, and because the pressures for mass education beyond the high school have created new financial demands on state and federal governments, higher education can never again take a purely academic interest in the art and science of government.

The state-level planning and coordinating agency is the most visible and increasingly influential mechanism through which 37 of the 50 states are developing new campus and capitol relationships.

Lyman Glenny, head of the Illinois Board of Higher Education and one of the most experienced hands in the field, sees the coordinating process as a political one, "involving powerful social agencies, such as colleges and universities, with their historic intellectual independence and autonomy on the one side, and the central public policy-formulating authorities of the governor and legislature on the other.

Would Link Forces

"The coordinating agency, situated between these two powerful political forces, seeks to identify with both in order to achieve satisfactory solutions to developmental and financing problems of higher education."

"The agency role may appear to be strictly one of arbitration or of mediation, but it extends much further. Today, its principal legal duty is long-range planning for improving educational quality and for expanding programs and facilities."

"The responsible exercise of that power necessarily takes from both the universities and the state authorities a valued traditional function; this, in turn, provides the coordinating agency the means to political leadership."

Five of the 13 states without an operating coordinating agency are in the South. Louisiana, whose legislature last year considered various proposals but accepted none, will doubtless face the issue again in this year's session.

In Alabama, which has no such agency, there may be the seeds of coordination in new demands by educators for a halt in building new institutions until the state can take stock of its total college need.

Gov. Robert E. McNair of South Carolina has set the establishment of a coordinating board as one of his chief goals for this legislative year. There is now a citizens advisory committee on higher education, but no operating agency.

In his annual message to the legislature, McNair noted that each college board of trustees "has been allowed to go its separate way, developing programs without any real reference or relationship to a total long-range plan."

He proposed a permanent coordinating commission to review and recommend budgets, to coordinate expansion of all institutions, and to develop a long-range program for higher education.

"The kind of coordination we are advocating and encouraging is not just a form of 'togetherness,'" he said. "It is a centralization of effort and direction to produce maximum results with a minimum of wheel-spinning and buck-passing."

In West Virginia, a committee of college presidents and trustees, created at legislative request to examine the state's higher education system, has proposed a major reorganization—a move it sees as "in the best interests of higher education and the public generally."

The legislature is now considering the committee's recommendation for a board of regents to coordinate all higher education, with three boards of governors running the various colleges and universities.

Press reports indicate that still other proposals may be tossed in the hopper.

A coordinating board is "definitely needed" in his state, according to Tennessee Gov. Buford Ellington. He wants the 1967 legislature to create a new board with responsibility to study state needs in higher education and with authority to make plans to meet them.

Planning and coordinating boards are not cure-alls, but they are clearly the most promising device we have for helping campus and capitol discharge their mutual responsibilities for better public higher education.

FINAL DRAFT
AUGUST 3, 1966

MODEL ANTI - DISCRIMINATION ACT

An Act

To prevent discrimination in employment, public accommodations, education, and real property transactions; to establish a Commission on Human Rights; to authorize the creation of local commissions; and to make uniform the law with reference thereto; and for other purposes.

[Be it enacted . . .]

Chapter 1 - Declaration of Purpose; Construction; Severability

SECTION 101. [Purposes; Construction.]

(a) The general purposes of this Act are

[(1)] to provide for execution within the State of the policies embodied in the Federal Civil Rights Act of 1964 and to make uniform the law of those states which enact this Act;

[(2) to secure for all individuals within the State freedom from discrimination because of race, color, religion, or national origin in connection with employment, public accommodations, education and real property transactions, and discrimination because of sex in connection with employment, and thereby to protect their interest in personal dignity, to make available to the State their full productive capacities, to secure the State against domestic strife and unrest, to preserve the public safety, health, and general welfare, and to promote the interests, rights and privileges of individuals within the State].

(b) This Act shall be construed according to the fair import of its terms and shall be liberally construed to further the general purposes stated in this Section and the special purposes of the particular provision involved.

SECTION 102. [Severability.] If any provision of this Act or the application thereof to any person or circumstance is held invalid, the invalidity does not affect other provisions or applications of the Act which can be given effect without the invalid provision or application, and to this end the provisions of this Act are severable.

SECTION 103. [Effective Date.] This Act takes effect on [insert date].

SECTION 104. [Title.] This Act may be cited as the Model Anti-Discrimination Act.

SECTION 105. [Repeal.] The following acts and parts of acts are repealed:

(1) ;

(2) ;

(3) .

Chapter 2 - General Definitions

SECTION 201. [Definitions.] In this Act, unless the context otherwise requires,

(1) "Commission" means the Commission on Human Rights created by this Act;

5 (2) "Commissioner" means a member of the Commission;

6 (3) "discriminatory practice" means a practice designated as dis-
7 criminatory under the terms of this Act;

8 (4) "national origin" includes the national origin of an ancestor;

9 (5) "person" includes an individual, association, corporation,
10 joint apprenticeship committee, joint-stock company, labor union, legal
11 representative, mutual company, partnership, receiver, trust, trustee,
12 trustee in bankruptcy, unincorporated organization; any other legal or
13 commercial entity, the State, or any governmental entity or agency [;

14 (6) "commerce" means travel, trade, traffic, commerce, transport-
15 ation, transmission, or communication among the several States, or between
16 a State and a place outside thereof;]

17 [(7) "industry affecting commerce" means any activity, business,
18 or industry in commerce or in which a labor dispute would hinder or
19 obstruct commerce or the free flow of commerce] .

Chapter 3 - Discrimination in Employment

1 SECTION 301. [Definitions.] In this chapter

2 (1) "employer" means a person engaged in an industry affecting
3 commerce who has [ ] or more employees [for each working day in each
4 of twenty or more calendar weeks in the current or preceding calendar year]
5 [or a person who as contractor or subcontractor is furnishing material or
6 performing work for the State or a governmental entity or agency of the
7 State,] and includes an agent of such a person [but does not include an
8 Indian tribe or a bona fide membership club not organized for profit] ;

9 (2) "employment agency" means a person regularly undertaking with
10 or without compensation to procure employees for an employer or to procure
11 for employees opportunities to work for an employer and includes an agent
12 of such a person;
13 (3) "labor organization" [means a labor organization engaged in an
14 industry affecting commerce and] includes
15 (i) an organization of any kind, an agency or employee represent-
16 ation committee, group, association, or plan in which employees participate
17 and which exists for the purpose, in whole or in part, of dealing with
18 employers concerning grievances, labor disputes, wages, rates of pay,
19 hours, or other terms or conditions of employment;
20 (ii) a conference, general committee, joint or system board, or
21 joint council which is subordinate to a national or international labor
22 organization; or
23 (iii) an agent of a labor organization.

1 SECTION 302. [Employers.]
2 (a) It is a discriminatory practice for an employer
3 (1) to fail or refuse to hire, to discharge, or otherwise to
4 discriminate against an individual with respect to compensation or the
5 terms, conditions, or privileges of employment, because of race, color,
6 religion, sex, or national origin; or
7 (2) to limit, segregate, or classify an employee in a way which
8 would deprive or tend to deprive an individual of employment opportunities
9 or otherwise adversely affect the status of an employee, because of race,
10 color, religion, sex, or national origin.

11 (b) This section does not apply to the employment of an individual
12 by his parent, spouse or child or to employment in the domestic service
13 of the employer.

1 SECTION 303. [Employment Agencies.] It is a discriminatory
2 practice for an employment agency to fail or refuse to refer for em-
3 ployment, or otherwise to discriminate against, an individual because of
4 race, color, religion, sex, or national origin, or to classify or refer
5 for employment an individual on the basis of race, color, religion, sex,
6 or national origin.

1 SECTION 304. [Labor Organizations.] It is a discriminatory
2 practice for a labor organization
3 (1) to exclude or to expel from membership, or otherwise to dis-
4 criminate against, a member or applicant for membership because of race,
5 color, religion, sex, or national origin;
6 (2) to limit, segregate, or classify membership, or to classify or
7 to fail or refuse for employment and individual in a way
8 (i) which would deprive or tend to deprive an individual of
9 employment opportunities, or
10 (ii) which would limit employment opportunities or otherwise
11 adversely affect the status of an employee or of an applicant for em-
12 ployment, because of race, color, religion, sex, or national origin; or
13 (3) to cause or attempt to cause an employer to violate this chapter.

1 SECTION 305. [Training Programs.] It is a discriminatory
2 practice for an employer, labor organization, or joint labor-management

3 committee controlling apprenticeship, on-the-job, or other training or
4 retraining program, to discriminate against an individual because of
5 race, color, religion, sex, or national origin, in admission to, or
6 employment in, a program established to provide apprenticeship or other
7 training.

1 SECTION 306. [Other Discriminatory Practices.]
2 (a) It is a discriminatory practice for an employer, labor organ-
3 ization, or employment agency to print or publish or cause to be printed
4 or published a notice or advertisement relating to employment by the
5 employer or membership in or a classification or referral for employment
6 by the labor organization, or relating to a classification or referral
7 for employment by the employment agency, indicating a preference, limitation,
8 specification, or discrimination, based on race, color, religion, sex, or
9 national origin; but a notice or advertisement may indicate a preference,
10 limitation, specification or discrimination based on religion, sex, or
11 national origin when religion, sex, or national origin is a bona fide
12 occupational qualification for employment.
13 [(b) Except as permitted by regulations of the Commission or by
14 applicable federal law, it is a discriminatory practice for an employer
15 or employment agency
16 (1) to make or use a written or oral inquiry or form of ap-
17 plication that elicits or attempts to elicit information concerning the
18 race, color, religion or national origin of a prospective employee,
19 (2) to make or keep a record of that information or to disclose
20 the information, or

21 (3) to make or use a written or oral inquiry or form of ap-
22 plication that expresses a preference, limitation or specification based
23 on sex of a prospective employee.]

1 [SECTION 307. [Advertisements by Individuals Seeking Employment.]
2 Unless religion or national origin is a bona fide occupational qualification
3 for particular employment, it is a discriminatory practice for an individual
4 seeking employment to publish or cause to be published in a newspaper or
5 magazine an advertisement that specifies or indicates his race, color,
6 religion, or national origin, or expresses a preference or limitation as to
7 the race, color, religion, or national origin of a prospective employer.
8 This section does not apply to an advertisement for employment in the
9 domestic service of the employer.]

1 SECTION 308. [Exemptions.] This chapter does not apply to
2 [(1)] a religious corporation, association, or society with
3 respect to the employment of individuals of a particular religion to
4 perform work connected with the carrying on by the corporation, association,
5 or society of its religious activities; or
6 [(2) an educational institution with respect to the employment
7 of individuals to perform work connected with the educational activities
8 of the institution.]

1 SECTION 309. [Exceptions.] It is not a discriminatory practice
2 (1) for an employer to employ an employee, or an employment agency
3 to classify or refer for employment an individual, for a labor organization
4 to classify its membership or to classify or refer for employment an
5 individual, or for an employer, labor organization, or joint labor-management

6 committee controlling an apprenticeship or other training or retraining
7 program to admit or employ an individual in the program, on the basis
8 of his religion, sex or national origin if religion, sex, or national
9 origin is a bona fide occupational qualification reasonably necessary
10 to the normal operation of the business or enterprise; or

ALTERNATIVE A

11 [(2) for a school, college, university, or other educational
12 institution to hire and employ an employee of a particular religion if
13 the school, college, university, or other educational institution is,
14 in whole or substantial part, owned, supported, controlled, or managed
15 by a particular religion or by a particular religious corporation,
16 association, or society, or if the curriculum of the school, college,
17 university, or other educational institution is directed toward the
18 propagation of a particular religion.]

ALTERNATIVE B

19 [(2) for a religious educational institution or an educational
20 organization operated, supervised, or controlled by a religious insti-
21 tution or organization to limit employment or give preference to members
22 of the same religion.]

1 [SECTION 310. [Seniority or Merit Systems.] Notwithstanding
2 any other provision of this chapter, it is not a discriminatory practice
3 for an employer
4 (1) to apply different standards of compensation, or different terms,
5 conditions, or privileges of employment pursuant to a bona fide seniority
6 or merit system, or a system which measures earnings by quantity or

7 quality of production or to employees who work in different locations, if
8 the differences are not the result of an intention to discriminate because
9 of race, color, religion, sex, or national origin; or
10 (2) to give and to act upon the results of a professionally developed
11 ability test if the test, its administration, or action upon the results
12 is not designed, intended, or used to discriminate because of race, color,
13 religion, sex, or national origin.]

1 [SECTION 311. [Indian Reservations.] This chapter does not
2 apply to a business or enterprise on or near an Indian reservation with
3 respect to a publicly announced practice of the business or enterprise
4 under which preferential treatment is given to an individual because he
5 is an Indian living on or near a reservation.]

1 [SECTION 312. [Imbalance.] Nothing contained in this chapter
2 requires an employer, employment agency, labor organization, or joint
3 labor-management committee subject to this chapter to grant preferential
4 treatment to an individual or to a group because of the race, color,
5 religion, sex, or national origin of the individual or group on account
6 of an imbalance which may exist with respect to the total number or
7 percentage of persons of any race, color, religion, sex, or national
8 origin employed by an employer, referred or classified for employment by
9 an employment agency or labor organization, admitted to membership or
10 classified by a labor organization, or admitted to, or employed in, an
11 apprenticeship, or other training or retraining program, in comparison
12 with the total number or percentage of persons of the race, color, religion,
13 sex, or national origin in the State or a community, section, or other

14 area, or in the available work force in the State or a community, section,
15 or other area.]

1 [SECTION 313. [Employment Imbalance Plans.] It is not a
2 discriminatory practice for a person subject to this chapter to adopt and
3 carry out a plan to fill vacancies or hire new employees so as to eliminate
4 or reduce imbalance with respect to race, color, religion, sex, or national
5 origin if the plan has been filed with the Commission under regulations of
6 the Commission and the Commission has not disapproved the plan.]

Chapter 4 - Discrimination in Public Accommodations

ALTERNATIVE A

1 [SECTION 401. [Definition.] [(a)] In this chapter "place of
2 public accommodation" means an establishment [whose operations affect
3 commerce,] that serves the public and is one of the following:
4 (1) an inn, hotel, motel, or other establishment which provides
5 lodging to transient guests, other than an establishment located within
6 a building which contains not more than five rooms for rent or hire and
7 which is actually occupied by the proprietor of the establishment as
8 his residence;
9 (2) a restaurant, cafeteria, lunchroom, lunch counter, soda
10 fountain, or other facility principally engaged in selling food for
11 consumption on the premises, including, but not limited to, such a facility
12 located on the premises of a retail establishment; or a gasoline station;
13 (3) a motion picture house, theater, concert hall, sports arena,
14 stadium or other place of exhibition or entertainment; and
15 (4) an establishment
16 (A) (i) which is physically located within the premises of

17 an establishment otherwise covered by this subsection, or

18 (ii) within the premises of which is physically located

19 a covered establishment, and

20 (B) which holds itself out as serving patrons of the

21 covered establishment.]

22 [(b) The operations of an establishment affect commerce if

23 (1) it is one of the establishments described in paragraph

24 (1) of subsection (a);

25 (2) in the case of an establishment described in paragraph

26 (2) of subsection (a), it serves or offers to serve interstate travelers

27 or a substantial portion of the food which it serves, or gasoline or

28 other products which it sells, has moved in commerce;

29 (3) in the case of an establishment described in paragraph

30 (3) of subsection (a), it customarily presents films, performances,

31 athletic teams, exhibitions, or other sources of entertainment which move

32 in commerce; and

33 (4) in the case of an establishment described in paragraph

34 (4) of subsection (a), it is physically located within the premises of,

35 or there is physically located within its premises, an establishment the

36 operations of which affect commerce, within the meaning of this subsection.]

ALTERNATIVE B

37 [SECTION 401. [Definition.]

38 (a) "Place of public accommodation" means a business, accommodation,

39 refreshment, entertainment, recreation, or transportation facility of any

40 kind, whether licensed or not, whose goods, services, facilities,

41 privileges, advantages or accommodations are extended, offered, sold, or

42 otherwise made available to the public.

43 (b) By way of example, but not of limitation, "place of public
44 accommodation" includes facilities of the following types:

45 (1) a facility providing service relating to travel or
46 transportation;

47 (2) a barber shop, beauty shop, bathhouse, swimming pool,
48 gymnasium, reducing salon, or other establishment conducted to serve the
49 health, appearance, or physical condition of individuals;

50 (3) a campsite or trailer park; and

51 (4) a comfort station; a dispensary, clinic, hospital,
52 convalescent home, or other institution for the infirm; a mortuary or
53 undertaking parlor.]

1 SECTION 402. [Discriminatory Practices.] It is a discriminatory
2 practice for a person

3 [(1)] to deny an individual the full and equal enjoyment of the
4 goods, services, facilities, privileges, advantages, and accommodations
5 of a place of public accommodation because of race, color, religion, or
6 national origin [; or]

7 [(2) to print, circulate, post, or mail, or otherwise cause to
8 be published a statement, advertisement, or sign which indicates that
9 the full and equal enjoyment of the goods, services, facilities, privileges,
10 advantages, and accommodations of a place of public accommodation will be
11 refused, withheld from, or denied an individual because of race, color,
12 religion, or national origin, or that an individual's patronage of or
13 presence at a place of public accommodation is objectionable, unwelcome,
14 unacceptable, or undesirable because of race, color, religion, or national
15 origin.]

1 SECTION 403. [Private Clubs.] This chapter does not apply to
2 a private club, or other establishment not in fact open to the public,
3 except to the extent that the goods, services, facilities, privileges,
4 advantages, or accommodations of the establishment are made available
5 to the customers or patrons of another establishment that is a place of
6 public accommodation.

[Chapter 5 - Discrimination in Educational Institutions

1 SECTION 501. [Definition.] In this chapter "educational
2 institution" means a public or private institution and includes an
3 academy, college, elementary or secondary school, extension course,
4 kindergarten, nursery, school system or university and a business,
5 nursing, professional, secretarial, technical, or vocational school;
6 and includes an agent of an educational institution.

1 SECTION 502. [Discriminatory Practices.] It is a discrimina-
2 tory practice for an educational institution
3 (1) to exclude, expel, limit, or otherwise discriminate against
4 an individual seeking admission as a student or an individual enrolled
5 as a student in the terms, conditions, and privileges of the institution,
6 because of race, color, religion, or national origin;
7 (2) to make or use a written or oral inquiry or form of applica-
8 tion for admission that elicits or attempts to elicit information, or to
9 make or keep a record, concerning the race, color, religion, or national
10 origin of an applicant for admission, except as permitted by regulations
11 of the Commission;
12 (3) to print or publish or cause to be printed or published a
13 catalogue or other notice or advertisement indicating a preference,
14 limitation, specification, or discrimination based on the race, color,

15 religion, or national origin of an applicant for admission; or

16 (4) to announce or follow a policy of denial or limitation

17 through a quota or otherwise of educational opportunities of a group

18 or its members because of race, color, religion, or national origin.

1 SECTION 503. [Exceptions.] Notwithstanding any other pro-

2 visions of this chapter, it is not a discriminatory practice for

3 [(1)] a religious educational institution or an educational

4 institution operated, supervised, or controlled by a religious insti-

5 tution or organization to limit admission or give preference to applicants

6 of the same religion [; or

7 (2) an educational institution to accept and administer an inter-

8 vivos or testamentary gift upon the terms and conditions prescribed by

9 the donor] .

1 SECTION 504. [Imbalance Plans.] It is not a discriminatory

2 practice for an educational institution to adopt and carry out a plan to

3 eliminate or reduce imbalance with respect to race, color, religion, or

4 national origin if the plan has been filed with the Commission under

5 regulations of the Commission and the Commission has not disapproved the

6 plan.]

[Chapter 6 - Discrimination in Real Property Transactions

1 SECTION 601. [Definitions.] For the purposes of this chapter

2 (1) "real property" includes buildings, structures, real estate,

3 lands, tenements, leaseholds, interests in real estate cooperatives,

4 condominiums, and hereditaments, corporeal and incorporeal, or any interest

5 therein;

6 (2) "real estate transaction" includes the sale, exchange, rental
7 or lease of real property;
8 (3) "housing accommodation" includes any improved or unimproved
9 real property, or part thereof, which is used or occupied, or is intended,
10 arranged or designed to be used or occupied, as the home or residence of
11 one or more individuals;
12 (4) "real estate broker or salesman" means a person, whether
13 licensed or not, who, for or with the expectation of receiving a consider-
14 ation, lists, sells, purchases, exchanges, rents, or leases real property,
15 or who negotiates or attempts to negotiate any of these activities, or
16 who holds himself out as engaged in these activities, or who negotiates
17 or attempts to negotiate a loan secured or to be secured by mortgage or
18 other encumbrance upon real property, or who is engaged in the business
19 of listing real property in a publication; or a person employed by or
20 acting on behalf of any of these.

1 SECTION 602. [Discriminatory Practices.] It is a discriminatory
2 practice for an owner or any other person engaging in a real estate
3 transaction, or for a real estate broker or salesman, because of race,
4 color, religion, or national origin
5 (1) to refuse to engage in a real estate transaction with a person;
6 (2) to discriminate against a person in the terms, conditions or
7 privileges of a real estate transaction or in the furnishing of facilities
8 or services in connection therewith;
9 (3) to refuse to receive or to fail to transmit a bona fide offer to
10 engage in a real estate transaction from a person;

11 (4) to refuse to negotiate for a real estate transaction with a
12 person;
13 (5) to represent to a person that real property is not available
14 for inspection, sale, rental, or lease when in fact it is so available,
15 or to fail to bring a property listing to his attention, or to refuse to
16 permit him to inspect real property;
17 (6) to print, circulate, post or mail or cause to be so published
18 a statement, advertisement or sign, or to use a form of application for
19 a real estate transaction, or to make a record or inquiry in connection
20 with a prospective real estate transaction, which indicates, directly
21 or indirectly, an intent to make a limitation, specification, or
22 discrimination with respect thereto; or
23 (7) to offer, solicit, accept, use or retain a listing of real
24 property with the understanding that a person may be discriminated
25 against in a real estate transaction or in the furnishing of facilities
26 or services in connection therewith.

1 SECTION 603. [Exemptions.] The provisions of section 602 do
2 not apply
3 (1) to the rental of a housing accommodation in a building which
4 contains housing accommodations for not more than [two] families living
5 independently of each other, if the lessor or a member of his family
6 resides in one of the housing accommodations; or
7 (2) to the rental of a room or rooms in a housing accommodation by
8 an individual if he or a member of his family resides therein.

1 SECTION 604. [Discriminatory Financial Practices.] It is a
2 discriminatory practice for a person to whom application is made for

3 financial assistance in connection with a real estate transaction or for
4 the construction, rehabilitation, repair, maintenance, or improvement of
5 real property, or a representative of such a person
6 (1) to discriminate against the applicant because of race, color,
7 religion, or national origin; or
8 (2) to use a form of application for financial assistance or to
9 make or keep a record or inquiry in connection with applications for
10 financial assistance which indicates, directly or indirectly, an intent
11 to make a limitation, specification, or discrimination as to race, color,
12 religion, or national origin.

1 SECTION 605. [Restrictive Covenants and Conditions.]
2 (a) Every provision in an oral agreement or a written instrument
3 relating to real property which purports to forbid or restrict the
4 conveyance, encumbrance, occupancy or lease thereof to individuals of a
5 specified race, color, religion, or national origin is void.
6 (b) Every condition, restriction or prohibition, including a right
7 of entry or possibility of reverter, which directly or indirectly limits
8 the use or occupancy of real property on the basis of race, color, religion,
9 or national origin, is void, except a limitation of use on the basis of
10 religion of real property held by a religious institution or organization
11 or by a religious or charitable organization operated, supervised, or
12 controlled by a religious institution or organization, and used for
13 religious or charitable purposes.
14 (c) It is a discriminatory practice to insert in a written instru-
15 ment relating to real property a provision that is void under this section
16 or to honor or attempt to honor such a provision in the chain of title.

1 SECTION 606. [Blockbusting.] It is a discriminatory practice
2 for a person, for the purpose of inducing a real estate transaction from
3 which he may benefit financially
4 (1) to represent that a change has occurred or will or may occur
5 in the composition with respect to race, color, religion or national
6 origin of the owners or occupants in the block, neighborhood, or area
7 in which the real property is located, or
8 (2) to represent that this change will or may result in the lowering
9 of property values, an increase in criminal or antisocial behavior, or a
10 decline in the quality of schools in the block, neighborhood, or area in
11 which the real property is located.

1 SECTION 607. [Religious Institutions.] It is not a discriminatory
2 practice for a religious institution or organization or a charitable or
3 educational organization operated, supervised or controlled by a religious
4 institution or organization to give preference to members of the same
5 religion in a real property transaction.

1 SECTION 608. [Imbalance Plans.] It is not a discriminatory
2 practice for any person subject to this chapter to adopt and carry out a
3 plan to eliminate or reduce imbalance with respect to race, color, religion,
4 or national origin if the plan has been filed with the Commission under
5 regulations of the Commission and the Commission has not disapproved
6 the plan.]

1 SECTION 701. [Commission on Human Rights.]

2 (a) There is hereby created the Commission on Human Rights to
3 consist of [5] [7] members, who shall be appointed by the Governor
4 [by and with the consent of the Senate]. One of the Commissioners
5 shall be designated by the Governor as Chairman [and another as
6 Vice Chairman]. No more than [3] [4] members of the Commission shall
7 be from the same political party.

8 (b) The term of office of each member of the Commission is
9 [6] years. Of those members first appointed, two shall be appointed
10 for a term of two years, two for a term of four years, and the
11 balance for a term of six years. A member chosen to fill a vacancy
12 otherwise than by expiration of a term shall be appointed for the
13 unexpired term of the member whom he is to succeed. A member of
14 the Commission is eligible for reappointment.

15 (c) [2] [3] members of the Commission constitute a quorum. A
16 vacancy in the Commission does not impair the authority of the remaining
17 members to exercise the powers of the Commission. The Commission may
18 by rule establish panels of not less than a quorum to exercise its
19 powers.

20 (d) Each member is entitled to reimbursement of expenses incurred
21 by him in the performance of his duties and to a [salary of $_____
22 a year] [per diem of $ _____ a day for each day of service as a
23 Commissioner].

24 (e) A Commissioner may be removed by the Governor for in-
25 efficiency, neglect of duty, misconduct or malfeasance in office,
26 after being given a written statement of the charges and an opportunity
27 to be heard thereon.

1 SECTION 702. [Powers of Commission.] Within the limitations
2 provided by law, the Commission has the following powers:

3 (1) to maintain an office in the City of [ ] and such
4 other offices within the State as it may deem necessary;

5 (2) to meet and exercise its powers at any place within the
6 State;

7 (3) to appoint an Executive Director and any necessary attorneys,
8 hearing examiners, clerks and other employees and agents [and fix their
9 compensation. Attorneys appointed under this section may appear for and
10 represent the Commission in any court];

11 (4) to promote the creation of local commissions on human
12 rights, and to cooperate or contract with individuals and state, local
13 and other agencies, both public and private, including agencies of the
14 federal government and of other states;

15 (5) to accept public grants [or private gifts, bequests,] or other
16 payments;

17 (6) to receive, initiate, investigate, seek to conciliate, hold
18 hearings on, and pass upon complaints alleging violations of this
19 Act [, and to approve or disapprove plans to eliminate or reduce im-
20 balance with respect to race, color, religion, sex or national origin];

21 (7) [at any time after a complaint is filed,] to require answers
22 to interrogatories, compel the attendance of witnesses, examine
23 witnesses under oath or affirmation, and require the production of
24 documents [relevant to the complaint]. The Commission may make rules

25 authorizing any member or individual designated to exercise these
26 powers in the performance of official duties;
27 (8) to furnish technical assistance requested by persons
28 subject to this Act to further compliance with the Act or an order
29 issued thereunder;
30 (9) to make studies appropriate to effectuate the purposes
31 and policies of this Act and to make the results thereof available to
32 the public;
33 (10) to render at least annually a comprehensive written
34 report to the Governor and to the Legislature. The report may con-
35 tain recommendations of the Commission for legislative or other action
36 to effectuate the purposes and policies of this Act;
37 (11) to create local or state-wide advisory committees to aid
38 in effectuating the purposes of this Act and to empower those agencies
39 (i) to study and report on problems of discrimination
40 because of race, color, religion, sex, or national origin,
41 (ii) to foster through community effort or otherwise good-
42 will among the groups and elements of the population of the State, and
43 (iii)to make recommendations to the Commission for the
44 development of policies and practices that will aid in carrying out the
45 purposes of this Act. Members of such committees shall be reimbursed
46 for expenses incurred in such service. The Commission may make pro-
47 vision for technical and clerical assistance to the committees; and
48 (12) [in accordance with the Administrative Procedure Act,] to
49 adopt, promulgate, amend and rescind rules and regulations to effectuate
50 the purposes and policies of this Act, including regulations requiring
51 the posting or inclusion in advertising material of notices prepared
52 or approved by the Commission [, and regulations as to the filing,

53 approval or disapproval of plans to eliminate or reduce imbalance
54 with respect to race, color, religion, sex or national origin].

1 SECTION 703. [Complaint and Subsequent Proceedings.]
2 (a) A person claiming to be aggrieved by a discriminatory
3 practice, his agent, a member of the Commission, [or] the Attorney
4 General [, or a non-profit organization chartered to combat discrimi-
5 nation], may file with the Commission a written complaint stating that
6 a discriminatory practice has been committed, setting forth the facts
7 upon which the complaint is based, and setting forth facts sufficient
8 to enable the Commission to identify the person charged (hereinafter
9 the respondent). The Commission or a member of the Commission or the
10 staff shall promptly investigate the allegations of discriminatory
11 practice set forth in the complaint and shall immediately furnish
12 the respondent with a copy of the complaint. The complaint must be
13 filed within one year after the alleged discriminatory practice occurs [,
14 except that a complaint alleging discrimination in employment (Chapter 3
15 of this Act) must be filed within 90 days].
16 (b) If within 60 days after the complaint is filed it is determined
17 by the Commission or a member of the Commission or the staff that there
18 is no reasonable cause to believe that the respondent has engaged in a
19 discriminatory practice, the Commission shall issue an order dismissing
20 the complaint and shall furnish a copy of the order to the complainant,
21 the respondent, the Attorney General and such other public officers
22 and persons as the Commission deems proper.
23 (c) The complainant, within 30 days after receiving a copy of
24 an order dismissing the complaint, may file with the Commission an
25 application for reconsideration of the order. Upon such application,

26 the Commission or a designated member of the Commission other than the
27 member making the determination under subsection (b) shall make a new
28 determination whether there is reasonable cause to believe that the
29 respondent has engaged in a discriminatory practice. If it is
30 determined within 30 days after the application is filed that there is
31 no reasonable cause to believe that the respondent has engaged in a
32 discriminatory practice, the Commission shall issue an order dismissing
33 the complaint and furnish a copy of the order to the complainant, the
34 Attorney General, and such other public officers and persons as the
35 Commission deems proper.
36 (d) Unless the Commission has issued an order dismissing the
37 complaint pursuant to this Section, a member of the Commission
38 designated by the Chairman or the staff may endeavor to eliminate
39 the alleged discriminatory practice by conference, conciliation
40 and persuasion. The terms of a conciliation agreement reached
41 with the respondent may require him to refrain in the future from
42 committing discriminatory practices of the type stated in the
43 agreement and to take such affirmative action as in the judgment of
44 the Commission will carry out the purposes of this Act and may
45 include consent by the respondent to the entry in court of a consent
46 decree embodying terms of the conciliation agreement. If a con-
47 ciliation agreement is entered into, the Commission shall issue an
48 order stating its terms and furnish a copy of the order to the com-
49 plainant, the respondent, the Attorney General, and such other
50 public officers and persons as the Commission deems proper. Ex-
51 cept for the terms of the conciliation agreement, neither the Com-
52 mission nor any officer or employee thereof shall make public,
53 without the written consent of the complainant and the respondent,

54 information concerning efforts in a particular case to eliminate a
55 discriminatory practice by conference, conciliation or persuasion,
56 whether or not there is a determination of reasonable cause or a
57 conciliation agreement.

58 (e) At any time in its discretion but not later than one year
59 from the date of a conciliation agreement, the Commission shall
60 investigate whether the terms of the agreement are being complied
61 with by the respondent. Upon a finding that the terms of the
62 agreement are not being complied with by the respondent, the Commission
63 shall take appropriate action to assure compliance.

64 [(f) (1) At any time after a complaint is filed, the Commission
65 may file a petition in the [ ] court in a county in which the
66 subject of the complaint occurs, or in a county in which a respondent
67 resides or transacts business, seeking appropriate temporary relief
68 against the respondent, pending final determination of proceedings
69 under this Chapter, including an order or decree restraining him
70 from doing or procuring any act tending to render ineffectual any
71 order the Commission may enter with respect to the complaint. The
72 court shall have power to grant such temporary relief or restraining
73 order as it deems just and proper, but no such relief or order extending
74 beyond [5] days shall be granted except by consent of the respondent
75 after hearing upon notice to the respondent and a finding by the
76 court that there is reasonable cause to believe that the respondent
77 has engaged in a discriminatory practice;]

78 [(2) If a complaint is dismissed by final order of the Commission
79 or a court after a court has granted temporary relief or a restraining
80 order under subsection (f) (1), the respondent shall be entitled to

81 recover from the state damages and costs sustained by reason of
82 the temporary relief or restraining order in an action in the court
83 which granted the temporary relief or restraining order.]
84 [(g) At any time after a determination by the Commission or a
85 member of the Commission that there is reasonable cause to believe
86 that a respondent has engaged in a discriminatory practice under
87 Section 602 of this Act, the Commission may cause a notice to be
88 posted on all entrances to the real property which is the subject
89 of the complaint, for a period not to exceed ten days, stating that
90 prospective transferees will take the real property subject to the
91 rights of the complainant and to the power of the Commission to
92 nullify a transfer of the real property. If a notice is so posted,
93 the Commission shall file a copy in the office of[ ]of [ ] where the
94 real property is situated, in the same manner and with like effect as
95 a[notice of lis pendens].]
1 SECTION 704. [Hearing.]
2 (a) Within 60 days after a complaint is filed, or within 30 days
3 after an application for review is filed under section 703 (c), un-
4 less the Commission has issued an order dismissing the complaint or
5 stating the terms of a conciliation agreement, the Commission shall
6 serve on the respondent by registered or certified mail a written
7 notice, together with a copy of the complaint as it may have been
8 amended, requiring the respondent to answer in writing the allegations
9 of the complaint at a hearing before one or more members of the
10 Commission or a hearing examiner at a time and place specified in
11 the notice. A copy of the notice shall be furnished to the
12 complainant, the Attorney General, and such other public officers and

13 persons as the Commission deems proper. [The notice shall conform
14 to and the hearing shall be conducted in accordance with the
15 Administrative Procedure Act.]
16 (b) A member of the Commission or staff who filed or investigated
17 the complaint or endeavored to eliminate the alleged unlawful practice
18 by conference, conciliation or persuasion, shall not preside at the
19 hearing or participate in the subsequent deliberation of the Commission.
20 (c) The respondent may file an answer with the Commission in
21 person or by registered or certified mail in accordance with the
22 rules of the Commission. The Commission shall furnish a copy of the
23 answer to the complainant and any other party to the proceeding.
24 The Commission or the complainant may amend a complaint and the
25 respondent may amend an answer at any time prior to the issuance of
26 an order based on the complaint, but no order shall be issued unless
27 the respondent has had the opportunity of a hearing on the complaint
28 or amendment on which the order is based.
29 (d) The case in support of the complaint shall be presented at
30 the hearing by the Commission staff. Efforts in a particular case to
31 eliminate a discriminatory practice by conference, conciliation and
32 persuasion shall not be received in evidence.
33 (e) A respondent who has filed an answer or whose default in
34 answering has been set aside for good cause shown may appear at the
35 hearing with or without representation, may examine and cross-examine
36 witnesses and the complainant, and may offer evidence. The
37 complainant, the Attorney General, and, in the discretion of the
38 Commission, any person may intervene, examine and cross-examine
39 witnesses, and may present evidence.

40 (f) If the respondent fails to answer the complaint, the
41 Commission or the hearing examiner may enter his default and the
42 hearing shall proceed on the evidence in support of the complaint.
43 The default may be set aside for good cause shown upon equitable
44 terms and conditions.
45 (g) Testimony taken at the hearing shall be under oath and
46 transcribed. If the testimony is not taken before the Commission,
47 the record shall be transmitted to the Commission. After the hearing,
48 the Commission upon notice to all parties with an opportunity to be
49 heard may take further evidence or hear argument.
1 SECTION 705. [Dismissal after Hearing.] If the Commission
2 determines that the respondent has not engaged in a discriminatory
3 practice, the Commission shall state its findings of fact and con-
4 clusions of law and shall issue an order dismissing the complaint
5 and furnish a copy of the order to the complainant, the respondent,
6 the Attorney General, and such other public officers and persons
7 as the Commission deems proper.
1 SECTION 706. [Determination of Discriminatory Practice; Relief.]
2 (a) If the Commission determines that the respondent has
3 engaged in a discriminatory practice, the Commission shall state
4 its findings of fact and conclusions of law and shall issue an order
5 requiring the respondent to cease and desist from the discriminatory
6 practice and to take such affirmative action as in the judgment of the
7 Commission will carry out the purposes of this Act. A copy of the
8 order shall be delivered to the respondent, the complainant, the
9 Attorney General, and to such other public officers and persons as the
10 Commission deems proper.

11 (b) Affirmative action ordered under this section may include
12 but is not limited to
13 (1) hiring, reinstatement or upgrading of employees
14 with or without pay;
15 (2) admission or restoration of individuals to union
16 membership, admission to or participation in a guidance program,
17 apprenticeship training program, on-the-job training program, or other
18 occupational training or retraining program, with the utilization of
19 objective criteria in the admission of individuals to such programs;
20 (3) admission of individuals to a public accommodation
21 [or an education institution];
22 [(4) sale, exchange, lease, rental, assignment or sublease
23 of real property to an individual;]
24 (5) extension to all individuals of the full and equal
25 enjoyment of the advantages, facilities, privileges and services of
26 the respondent;
27 (6) reporting as to the manner of compliance;
28 (7) posting notices in conspicuous places in the respondent's
29 place of business in form prescribed by the Commission [and inclusion
30 of such notices in advertising material];
31 [(8) cancellation, rescission or revocation of a contract,
32 deed, lease or other instrument transferring real property, which is the
33 subject of a complaint of a discriminatory practice, to a person who
34 had actual knowledge or record notice, prior to the transfer or the
35 execution of the legally binding obligation to make the transfer, that a
36 determination of reasonable cause had been made with respect to the
37 discriminatory practice;]

38 [(9) payment to an injured party of profits obtained by
39 the respondent through a violation of Section 606, subject to the
40 principles of equity;]
41 (10) payment to the complainant of damages for an injury
42 caused by the discriminatory practice and costs, including a
43 reasonable attorney's fee. [Unless greater damages are proven,
44 damages may be assessed at $500 for each violation.]
45 [(c) In the case of a respondent operating by virtue of a license
46 issued by the State or a political subdivision or agency thereof, if
47 the Commission, upon notice to the respondent with an opportunity to
48 be heard, determines that the respondent has engaged in a discriminatory
49 practice and that the discriminatory practice was authorized, requested,
50 commanded, performed or knowingly or recklessly tolerated by the board
51 of directors of the respondent or by an officer or executive agent
52 acting within the scope of his employment, the Commission shall so
53 certify to the licensing agency. Unless the Commission finding of
54 a discriminatory practice is reversed in the course of judicial review
55 under § 707, the finding of discrimination is binding on the licensing
56 agency.]
57 [(d) In the case of a respondent who is found by the Commission
58 to have engaged in a discriminatory practice in the course of performing
59 under a contract or subcontract with the State or political subdivision
60 or agency thereof, if the discriminatory practice was authorized,
61 requested, commanded, performed or knowingly or recklessly tolerated
62 by the board of directors of the respondent or by an officer or
63 executive agent acting within the scope of his employment, the

64 Commission shall so certify to the contracting agency. Unless the
65 Commission's finding of a discriminatory practice is reversed in the
66 course of judicial review under § 707, the finding of discrimination
67 is binding on the contracting agency.]

68 [(e) Thirty days after an order is issued under this section,
69 unless a petition by the respondent for judicial review is pending, the
70 Commission may publish or cause to be published the name of a person
71 who has been determined to be engaged in a discriminatory practice.]

1 SECTION 707 [Judicial Review; Enforcement.]

2 (a) A complainant, resp ondent, or intervenor aggrieved by an
3 order of the Commission, including an order dismissing a complaint,
4 or stating the terms of a conciliation agreement, may obtain judicial
5 review, and the Commission may obtain an order of the court for
6 enforcement of its order, in a proceeding brought in the [
7 court in a county] [(insert appropriate intermediate appellate court)]
8 in which the alleged discriminatory practice which is the subject of
9 the order occurred or in which a respondent resides or transacts
10 business.

11 (b) The proceeding for review or enforcement is initiated by
12 filing a petition in the court. Copies of the petition shall be
13 served upon all parties of record. Within 30 days after the service
14 of the petition upon the Commission or its filing by the Commission,
15 or within such further time as the court may allow, the Commission
16 shall transmit to the court the original or a certified copy of the
17 entire record upon which the order is based, including any transcript
18 of testimony, which need not be printed. By stipulation of all
19 parties to the review proceeding, the record may be shortened. The

20 court may reverse or modify the order if substantial rights of the
21 petitioner have been prejudiced because the findings of fact of the
22 Commission are clearly erroneous in view of the reliable, probative
23 and substantial evidence on the whole record. The court shall have
24 power to grant such temporary relief or restraining order as it deems
25 just, and to enter an order enforcing, modifying and enforcing as
26 modified, or setting aside in whole or in part the order of the
27 Commission, or remanding the case to the Commission for further pro-
28 ceedings. [All such proceedings shall be heard and determined by the
29 court and any appellate court as expeditiously as possible and with pre-
30 cedence over all other matters before it, except matters of like nature.]
31 (c) If the Commission has failed to schedule a hearing in
32 accordance with § 704 (a) or has failed to issue an order within 180
33 days after the complaint is filed, the complainant, respondent,
34 Attorney General, or an intervenor may petition the [ ]
35 court in a county in which the alleged discriminatory practice set
36 forth in the complaint occurs or in which the petitioner resides or
37 transacts business for an order directing the Commission to take
38 such action. The court shall follow the procedure set forth in
39 subsection (b) so far as applicable.
40 (d) An objection not urged at a hearing shall not be considered
41 by the court unless the failure to urge the objection is excused for
42 good cause shown. A party may move the court to remit the case to
43 the Commission in the interest of justice for the purpose of adducing
44 additional specified and material evidence and seeking findings
45 thereon, provided he shows good cause for the failure to adduce such
46 evidence before the Commission.

47 (e) The jurisdiction of the [ ] court shall be exclusive and
48 its final judgment or decree shall be subject to review by the
49 [ ] court in the same manner and form and with the same effect
50 as in appeals from a final judgment or decree in a [special
51 proceeding]. The Commission's copy of the testimony shall be
52 available at reasonable times to all parties for examination
53 without cost.
54 (f) A proceeding under this section must be initiated within 30
55 days after a copy of the order of the Commission is received,
56 unless the Commission is the petitioner or the petition is filed under
57 subsection (c). If no proceeding is so initiated, the Commission may
58 obtain a decree of the court for enforcement of its order upon showing
59 that a copy of the petition for enforcement was served on the
60 respondent and that the respondent is subject to the jurisdiction of
61 the court.
1 SECTION 708. [Inspection; Records.]
2 (a) In connection with an investigation of a complaint filed
3 under this Act, the Commission or its designated representative
4 shall have access at any reasonable time to premises, records and
5 documents relevant to the complaint and the right to examine,
6 photograph and copy evidence.
7 (b) Notwithstanding any other section of this Act, every
8 person subject to this Act shall (1) make and keep such records
9 relevant to the determination of whether discriminatory practices
10 have been or are being committed, (2) preserve such records for
11 such periods, and (3) make such reports therefrom, as the Commission

12 shall prescribe by regulation or order as reasonable, necessary,
13 or appropriate for the enforcement of this Act or the regulations
14 or orders thereunder.

15 (c) The Commission, by regulation, shall require each person
16 subject to this Act which controls an apprenticeship or other
17 training program to keep all records reasonably necessary to carry
18 out the purpose of this Act, including, but not limited to, a list of
19 applicants who wish to participate in such program, including the
20 chronological order in which such applications were received, and
21 shall furnish to the Commission upon request, a detailed description
22 of the manner in which persons are selected to participate in the
23 apprenticeship or other training programs.

24 [(d) A person who believes that the application to him of a
25 regulation or order issued under this section would result in undue
26 hardship may apply to the Commission for an exemption from the
27 application of the regulation of order. If the application is denied,
28 he may bring a civil action in the [ ] court for the county [of]
29 [where the records are made or kept]. If the Commission or the court
30 finds that the application of the regulation or order to the person
31 in question would impose an undue hardship, the Commission or the
32 court may grant appropriate relief.]

33 (e) Records and reports required by the Commission under this section
34 shall conform as near as convenient to similar records and reports
35 required by federal law [and the laws of other states and to customary
36 record-keeping practices].

37 (f) It is unlawful for an officer or employee of the Commission
38 to make public with respect to a particular person without his consent
39 information obtained by the Commission pursuant to its authority
40 under this section except as necessary to the conduct of a proceeding
41 under this Act.
42 (g) If a person fails to permit access, examination, photographing
43 or copying or fails to make, keep, or preserve records or make reports
44 in accordance with this section, the Commission may issue an order
45 requiring compliance. Upon a failure to comply with the order of the
46 Commission, the Commission may apply to the [ ] court for the
47 county in which the person is found, resides, or transacts business, for
48 an order directing compliance.
1 SECTION 709. [Subpoenas; Witnesses.]
2 (a) Upon written application to the Commission a party to a
3 proceeding is entitled as of right to the issue of subpoenas for
4 deposition or hearing in the name of the Commission by an individual
5 designated pursuant to its rules requiring attendance and the giving
6 of testimony by witnesses and the production of documents. A subpoena
7 so issued shall show on its face the name and address of the party at
8 whose request the subpoena was issued. On petition of the individual
9 to whom the subpoena is directed and notice to the requesting party,
10 the Commission or an individual designated pursuant to its rules may
11 vacate or modify the subpoena.
12 (b) Witnesses whose depositions are taken or who are summoned
13 before the Commission or its agents shall be entitled to the same
14 witness and mileage fees as are paid to witnesses subpoenad in the
15 [ ] court of the State.

16 (c) If a person fails to comply with a subpoena issued by the
17 Commission, the [ ] court for the county in which the
18 person is found, resides, or transacts business, upon application of
19 the Commission or the party requesting the subpoena, may issue an
20 order requiring compliance. In any proceeding brought under this
21 section, the court may modify or set aside the subpoena.

Chapter 8 - Other Discriminatory Practices; Miscellaneous

SECTION 801. [Other Discriminatory Practices.] It is a discriminatory practice for a person, or for two or more persons to conspire,

(1) to retaliate or discriminate against a person because he has opposed a discriminatory practice, or because he has made a charge, filed a complaint, testified, assisted, or participated in an investigation, proceeding, or hearing under this Act;

(2) to aid, abet, incite, or coerce a person to engage in a discriminatory practice;

(3) wilfully to interfere with the performance of a duty or the exercise of a power by the Commission or one of its members or representatives; or

(4) wilfully to obstruct or prevent a person from complying with the provisions of this Act or an order issued thereunder.

SECTION 802. [Attempts.] An attempt to commit, directly or indirectly, a discriminatory practice is a discriminatory practice.

SECTION 803. [Conciliation Agreements.] It is a discriminatory practice for a party to a conciliation agreement made under this Act to violate the terms of the agreement.

[SECTION 804. [Wilful Interference.] A person who wilfully resists, prevents, impedes, or interferes with the performance of a duty or the exercise of a power by the Commission or one of its members or representatives, is guilty of a misdemeanor and shall be fined not more than [$], or imprisoned for not more than [ ], or both.]

1 [SECTION 805. [Licensees.] If a certification is made
2 pursuant to section 706 (c), the licensing agency may take ap-
3 propriate action to revoke or suspend the license of the respondent.]
1 [SECTION 806. [Public Contractors.] Upon receiving a certifi-
2 cation made under section 706 (d), a contracting agency may take
3 appropriate action to
4 (1) terminate a contract or portion thereof previously entered
5 into with the respondent, either absolutely or on condition that the
6 respondent carry out a program of compliance with the provisions of
7 this Act, and
8 (2) assist the State and all political subdivisions and
9 agencies thereof to refrain from entering into further contracts, or
10 extensions or other modifications of existing contracts, with the
11 respondent until the Commission is satisfied that the respondent
12 will carry out policies in compliance with the provisions of this Act.]
1 SECTION 807. [Prima Facie Evidence.] In a proceeding under
2 this Act, a written, printed, or visual communication, advertisement,
3 or other form of publication, or written inquiry, or record, or other
4 document purporting to have been made by a person is prima facie
5 evidence that it was authorized by him.

1 SECTION 901. [Definitions.] In this chapter
2 (1) "political subdivision" means a [city, county, or...]
3 within this State.
4 (2) "local commission" means a commission on human relations
5 created by one or more political subdivisions.

1 SECTION 902. [Local Ordinances.] A political subdivision
2 may adopt and enforce an ordinance prohibiting discrimination be-
3 cause of race, color, religion, sex, or national origin not in conflict
4 with a provision of this Act.

1 SECTION 903. [Local Commissions.] A political subdivision,
2 or two or more political subdivisions acting jointly, may create a
3 local commission to promote the purposes of this Act and to secure
4 for all individuals within the jurisdiction of the political subdivision
5 or subdivisions freedom from discrimination because of race, color,
6 religion, sex, or national origin [, and may appropriate funds for
7 the expenses of the local commission].

1 SECTION 904. [Powers of Local Commissions.] A local com-
2 mission may have the following powers in addition to powers authorized
3 by other laws:
4 (1) to employ an executive director and other employees and
5 agents [and fix their compensation];
6 (2) to cooperate or contract with individuals and state, local
7 and other agencies, both public and private, including agencies of the
8 federal government and of other states and municipalities;

9 (3) to accept public grants [or private gifts, bequests,] or
10 other payments;
11 (4) to receive, initiate, investigate, and seek to conciliate
12 complaints alleging violations of this Act or of a municipal ordinance
13 prohibiting discrimination because of race, color, religion, sex, or
14 national origin;
15 (5) to make studies appropriate to effectuate its purposes and
16 policies and to make the results thereof available to the public; and
17 (6) to render at least annually a report, a copy of which
18 shall be furnished to the State Commission.
1 SECTION 905. [Referral to Local Commission.]
2 (a) The State Commission
3 (1) whether or not a complaint has been filed under this
4 Act, may refer a matter involving discrimination because of race,
5 color, religion, sex, or national origin to a local commission for
6 investigation, study and report, and
7 (2) may refer a complaint alleging a violation of this Act
8 to a local commission for (i) investigation, (ii) determination
9 whether there is reasonable cause to believe that the respondent
10 has engaged in a discriminatory practice, or (iii) assistance in
11 eliminating a discriminatory practice by conference, conciliation or
12 persuasion.
13 (b) Upon referral by the State Commission, the local com-
14 mission shall make a report and may make recommendations to the
15 State Commission and take other appropriate action within the
16 scope of its powers.

1 SECTION 906. [Transfer to State Commission.]

2 (a) A local commission may refer a matter under its jurisdiction
3 to the State Commission.

4 (b) At any time after a complaint under this Act is filed, the
5 State Commission may require a local commission to transfer any
6 related proceeding to the State Commission. After the local com-
7 mission is requested to transfer a proceeding, the local commission
8 has no further jurisdiction over the proceeding except to take
9 appropriate action to implement the transfer to the State Commission
10 or to carry out a request or order of the State Commission.

Johnson has now appointed a twenty-man, blue-ribbon citizens' committee to explore the Selective Service System. Headed by former Justice Department official Burke Marshall, it is to make a sweeping study and recommend reforms by January 1, 1967. Two years ago, when Congressman Curtis and others demanded a similar review, President Johnson responded with the million-dollar Pentagon study, which approached only a limited part of the whole problem and was undermined by new developments in Vietnam. It is to be hoped that the new commission will consider *all* aspects of conscription, as part of what Senator Clark calls the "manpower revolution" in our society generally, and that such anomalous situations as Vietnam will be built into the recommendations. If the commission is to be effective, it must be free of the vested interest of the Pentagon and the inertia which has typified earlier Congressional inquiries.

Although the ferment of this past spring seems to have ceased, many constructive effects remain. For the first time in years a Congressional committee has explored the draft well before the need for what has always been peremptory legislative renewal. Now we are to have a report and recommendations from a special citizens' group six months before expiration of the current draft act on June 30, 1967, so that new legislation can be based on thorough study. In the meantime it is almost certain that Congress will not act on legislative changes and that further hearings will await the new commission study. What administrative changes can be made in the machinery may thus proceed immediately to remove some of the inequities and biases recently brought to light.

Most of all, it is finally apparent that the country feels more deeply about military conscription than had previously been acknowledged. It makes little sense to worry about federal control in such areas as education and civil rights when an unexamined act of Congress governs educational and career plans, employment, marriage and family plans—and now even life itself.

SCHOOLS AND RACE

INTEGRATION FOR EXCELLENCE

REGINALD W. MAJOR

Mr. Major, a free-lance writer, was formerly chairman of the Education Committee of the San Francisco NAACP.

The massive resistance of the South in response to the 1954 Supreme Court school decision has its counterpart in the North, where the more polite concept of cultural deprivation has replaced that of racial inferiority, and protecting the neighborhood school is the regional equivalent of preserving the Southern way of life. In the North as in the South, frenzied attempts to maintain a dual system of education based on racial separation involve a loss of educational values.

Although San Francisco can hardly be considered the whole of the North, it is a typical Northern city in which 10 per cent of the 800,000 population is Negro. While there is some danger in generalizing, the educational problems that San Francisco faces are similar to those of other Northern cities.

The San Francisco School District is one of the richest in California. It operates 103 elementary schools, fifteen junior high schools, seven senior high schools and one junior college. More than 4,000 teachers are concerned with the education of 130,000 students, or more than one-sixth of the total population of the city.

But more than half of the city's school buildings are more than forty years old, with half of these constructed between 1895 and 1915. Sixty of the 103 elementary schools have no lunchrooms, although most children do not go home for lunch. There are only two full-time librarians for the entire elementary school division. Despite higher beginning salaries, San Francisco cannot attract teachers as successfully as do its suburban neighbors.

Academically the district ranks below the state average. Its dropout rate of 35 per cent is the highest of 100 large U.S. cities, 10.65 per cent higher than Los Angeles, the scene of recent racial difficulty.

School officials have explained that the district's relatively poor academic standing is due, in large part, to the students from "culturally deprived" homes whose social problems affect their ability to learn. They do not acknowledge that the school environment might have a negative effect on these students.

Of the thirty-four San Francisco schools more than fifty years old, fourteen are Negro and seven Chinese. All of the Chinese schools were built prior to 1916. Five plywood structures, put up as temporary schools during World War II, house approximately 1,500 students. The enrollment in four of these is entirely Negro.

The average cost per pupil of school buildings erected since 1954 is $1,750 for schools accommodating white students and $1,433 for those accommodating Negroes. School sites average 146,000 square feet for white occupancy and 115,000 square feet for Negro.* Teacher turnover rate in Negro schools is twice that of white schools.

Because blame for the school district's below-average academic standing is placed on the so-called culturally deprived, white parents are led to think that only the children of minority groups fall short of the norm. Actually, at least 60 per cent of students who fail to complete high school in San Francisco are white. Furthermore, by accepting the premise of cultural deprivation, school administrators and school boards delude themselves and the public into believing that special programs designed to compensate for an inade-

*These figures are based on the cost of schools proposed since 1954, including those authorized by a bond issue passed in 1964.

quate home environment are all that is needed. The compensatory education programs which result from this point of view are severely limited. They are usually set up in racially segregated schools, which are as barren and deprived as the homes the students left in the morning, and no systematic attempt is made to attract and hold a stable teaching staff.

Demands for integration are based on the verifiable observation that *de facto* segregated schools are inferior, coupled with evidence that segregation has deleterious effects on learning. In Chicago and Boston, protests were triggered by the realization that Negro schools were overcrowded at a time when there were empty classrooms in white schools. In San Francisco, demands for integration followed the recognition that in predominantly Negro schools students lagged as much as two to three years in reading. However, school officials and the public have preferred to think of the demands for increased integration as having social rather than educational ends.

To an extent, civil rights organizations have contributed to the misconceptions about the goals of the drive toward integration. There has been a general attempt to avoid accusing school boards and their administrators of making racially weighted decisions. While the poor conditions surrounding the education of Negroes is noted, spokesmen for integration are reluctant to label the all-Negro school educationally inferior. The failure to make such charges is unfortunate, in that much of the debate concerning *de facto* segregation avoids the main issue. Civil rights advocates have asked boards of education to correct an inequity which they agree the boards have not caused. Boards of education then reply that they do not know how to undo what they have not done. This leaves them free to perpetuate *de facto* segregation on the ground that what seems to be an increase in segregation is actually only a function of an inherited pattern. For, if it is agreed that schools are as equal as human ingenuity can make them under prevailing social conditions, what is the point of spending a great deal of energy to eliminate *de facto* segregation?

These weaknesses have been seized upon by opponents of integration, whose major platform is the preservation of standards of educational excellence. They fail to grasp the fact that a school system which can accommodate inadequate education for a sizable minority automatically places a ceiling on the educational attainments of the majority. Those who would block the elimination of *de facto* segregated schools are not necessarily racists; they are defending a way of life and an assumed social position against all comers.

What seems to be happening is that white parents transfer a belief in white supremacy to a belief in the superiority of the all-white school. They betray their lack of real interest in the educational process by not protesting with comparable vigor evidences of inadequate education not related to race. Every year the University of California finds it necessary to assign more than half of the entering freshmen to a course in high school English. This fact is reported regularly in the papers, and has not yet inspired parents to question the teaching of English in the schools.

It is generally accepted practice to advance a student from one grade to another, even though he has not mastered the subjects. All that is required is that he attend school faithfully and not present school officials with disciplinary problems. As a result, a number of high school graduates are incapable of demonstrating any of the skills which the diploma theoretically represents. And little attention is paid to the fact that, even so, three out of ten of all U.S. students fail to complete a high school education.

As basic an item as school construction has been all but ignored. San Francisco voters recently passed a building construction program which would replace only two of the buildings that are more than fifty years old. The only protests concerning the inadequacy of the program came from civil rights groups, who were criticized for attempting to obstruct progress. Proposals to increase racial integration, ranging from redrawn district lines to busing, have produced an impassioned defense of the neighborhood school. The neighborhood school is a much misunderstood and misapplied concept. The arguments in its favor combine sufficient emotional appeal with fact to make any assault upon its universal applicability prima-facie evidence of deficient patriotism and a hatred of children. And yet, the neighborhood school is little more than a convenient symbol. Although there are decided advantages to having schools located close to home, much of what has been said favoring neighborhood schools borders on fantasy and stems from notions that are hostile to an increasingly democratic society.

We might ask: who are those who send their children to school out of the neighborhood? The answer is simple: those parents who feel that the education available at more distant institutions is sufficiently desirable to merit a little traveling time. Thus, in San Francisco, 21,000, or one-fifth of school-age children, attend parochial schools, most of them out of their neighborhood. The private school is the fastest growing type of school, and the cause of this growth is an increasing dissatisfaction with public school education.

Within the public school system, also, many parents send their children outside the neighborhood. There is no question that some of these decisions are a response to the presence, or the threat, of Negroes in their neighborhood schools. But in the main, increased educational benefits,

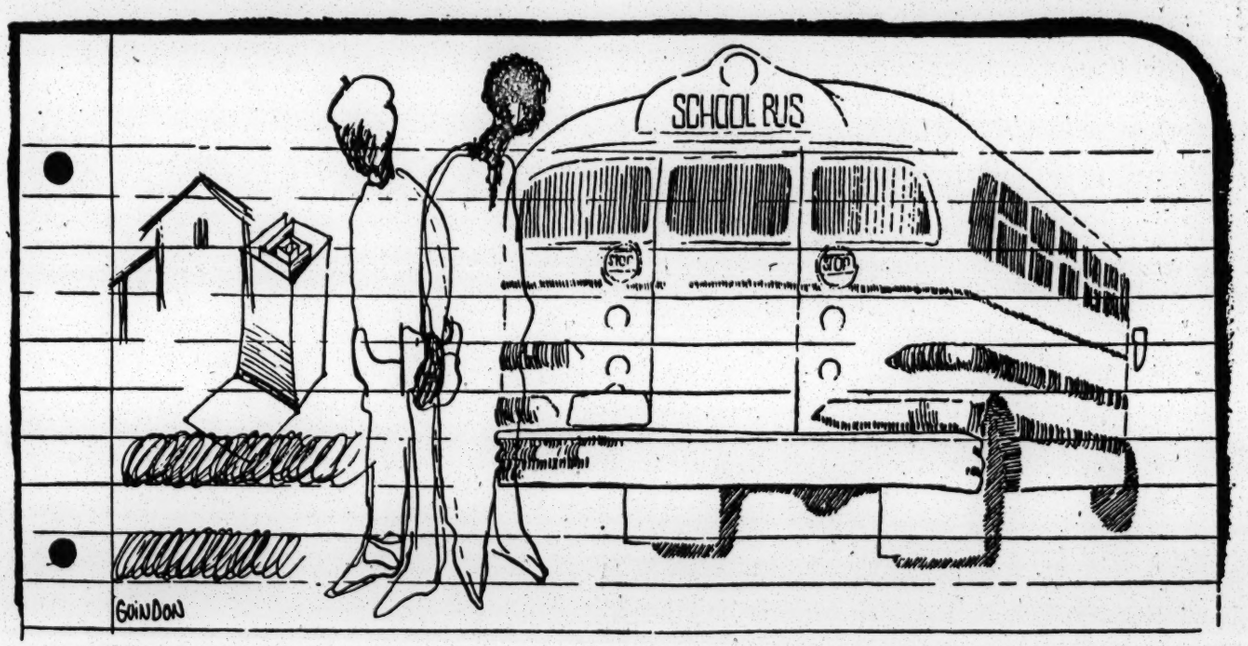
whether real or imagined, have caused a growing number of people to seek education away from the schools nearest their homes. The final invalidity of the neighborhood-school concept is its application to secondary schools, at which level, even in the most compact of cities, an overwhelming number of students use public transportation. Nevertheless, in San Francisco as in other cities, senior high schools are districted by neighborhoods, and this districting is defended on the ground of the superiority of the neighborhood school. A rigid neighborhood school policy can result only in the staking out of a territory, not the preservation of an educational standard.

The most direct way to increase racial integration is to integrate thinking about the entire educational problems of cities. Education must be geared to the needs of a future society which will be increasingly automated, industrially versatile and multi-racial. The successful school district, therefore, will be shaped to meet this future need. In such perspective, racial integration cannot be a temporary peace-keeping, token approach. It must be a long-term commitment to the future society. On a practical level, the school administration which takes this point of view will proceed to build a school district aimed toward total excellence of education.

The Negro neighborhood should become the focus of the drive for educational excellence, and the building of superior schools should start there. The schools themselves should embody every modern educational technique including team teaching, advanced placement courses, ungraded classes and intensive counseling. Class size should be drastically reduced.

A challenging atmosphere and the stated determination to make particular schools superior will attract teachers who derive maximum satisfaction from doing what they are best fitted for—teaching. They would be in sharp contrast to the present staffs of slum schools, which tend to attract self-denying educational evangelists, or drones who feel they have given their all by merely showing up for work. The very concept of slum school is self-defeating, and no teacher should ever become trapped in a school situation that makes him feel he is patching up society's failures. In a terrible denial of student potential, many teachers go to a particular school to help, rather than to teach.

One of the side effects of a rebuilding program will be immediate increased racial integration, as entire school populations will have to be reassigned during the construction period. Parents who fear that the introduction of non-white children into their schools will lower educational standards will discover that the performance of students in an integrated school will show improvement rather than deterioration. This was demonstrated in Berkeley, Calif., where a positive program to integrate schools stressed educational achievement. Without such an orientation, however, the introduction of Negroes into a school begins the process of neglect and unconcern that ultimately results in another inferior all-Negro school. It must be remembered that most all-Negro schools were at one time integrated.



Public education will never attain the dignity commensurate with its value to our society until schools are totally and completely severed from concepts of class, race or neighborhood. Every public school should be an excellent institution for learning, and we should build toward that goal. The first step is the elimination of the slum school, and the designation of the Negro neighborhood as the center for educational excellence, rather than the place where education is most urgently needed. To those who would call this program discrimination in reverse, the answer should be, yes, with the added observation that it comes not an instant too soon.

But the process of renewing a city's educational institutions should become a unifying factor, making it possible to view racial integration in proper perspective, as only one of the problems of urban education. Those who cling to the idea of the superiority of the neighborhood school, or the educational superiority of the all-white school, would now have to choose between their biases and the chance to benefit from educational excellence.

Mr. PROUTY. Then I gather it would be the Senator's understanding that regular rate of compensation for purposes of computing overtime compensation rates under the District of Columbia minimum wage bill, H.R. 8126, would basically consist of cash wages paid the employee and in some circumstances might take into account an allowance for board and lodging, but consistent with the practice under the Fair Labor Standards Act, would not include fringe benefits or gratuities?

Mr. MORSE. The answer is "yes." The legislative history will show that the Senator from Vermont has set forth clearly the intent of the Senator in charge of the bill and the meaning of the bill.

Mr. PROUTY. I thank the Senator very much for his clarification.

Mr. President, first, I wish to express my deep appreciation to the Senator from Oregon for his charitable references to the Senator from Colorado [Mr. DOMINICK] and myself, the Senator from Oregon has always been extremely cooperative on almost any question. He has been fair in all respects and we are very grateful to him for it.

Mr. President, I can understand how some, who are not thoroughly conversant with the amendments to the bill presently before the Senate might become confused.

At the outset of my remarks on the proposed legislation, I should like to clear up any confusion with respect to my position on the question of the bill as a whole. I do this in response to certain articles published in Washington newspapers which misinterpreted my position.

Mr. President, I do not come to the floor today to do battle against the passage of the District of Columbia minimum wage bill. I come here in the hope that I can make this bill a better bill, a fair, equitable and more meaningful bill.

As this bill came to us from the House, it was different from the version before us in a number of substantial and material provisions. The House version never wholly attains the broad coverage and powers written into the present language.

The House-passed bill provided for a minimum wage floor of $1.25 per hour by the 3d of September 1967. The Senate bill goes to a floor of $1.25 effective 6 months after enactment.

The House bill provided for a 3-year phase-in period with separate overtime provision for hotel and restaurant employees. The Senate bill includes them as of the effective date.

The House bill permits the Commissioners to issue wage orders going below the statutory floor in cases where that floor works undue economic hardship on the employer. The Senate version empowers the Commissioners to issue wage orders in excess of the statutory floor, in order to provide employees with wages sufficient to provide adequate maintenance and to protect their health.

The House bill exempts domestic employees in a private home, employees of charitable and elemosynary institutions, and commissioned salesman from minimum wage and overtime provisions and car wash employees from overtime alone. The Senate bill contains no comparable exemptions except for auto salesmen under certain situations.

The House bill vested such additional powers as were necessary in the existing Wage Board. The Senate vests the powers in the Commissioners for delegation as they see fit.

Finally, Mr. President, the House bill's statutory floor would remain until further action by Congress on the District of Columbia minimum wage. Under the Senate bill the statutory floor for the District of Columbia minimum wage will always at least equal the national floor.

There are many meritorious provisions and objectives in the House-passed bill. There are many excellent features in the Senate version. When this bill is passed—and it clearly will pass—the differences between the two versions of the bill will have to be ironed out in conference. But, that is not to say that the Senate has no obligation to look closely at the hypotheses upon which the Senate version is founded. That is not to say that this bill is perfect in every respect. That is not to say that the destiny of this proposed legislation should be left entirely to the conferees.

So, Mr. President, I come to the Senate floor to engage in honest efforts to bring forth a meaningful and significant minimum wage bill. I come to the floor, as I have come a number of times before, as a supporter of minimum wage legislation.

HOW GOOD ARE OUR SCHOOLS?

Mr. MORSE. Mr. President, I ask unanimous consent to have printed in the RECORD an article entitled "How Good Are Our Schools?" written by Caryl Connor and Richard de Neufville, published in the October issue of American Education magazine.

This article carries implications which I think those who read it will agree with me are shocking. It is, however, an article which is the strongest possible argument for the elementary and secondary education legislation which will be shortly before this body. I commend to Senators this article for careful consideration in that context.

There being no objection, the article was ordered to be printed in the RECORD, as follows:

HOW GOOD ARE OUR SCHOOLS?

(By Caryl Conner and Richard de Neufville)

How good are our schools? How much do they teach our youngsters? Are schools in Maine as good as schools in California? Better? How do we tell?

Questions like these have become a pastime that threatens to supplant baseball as a national sport, say Helen Rowan, editor of the Carnegie Quarterly. The name of the game: How Good Are Our Schools? (Some players, notes Miss Rowan, prefer to call it How Bad Are Our Schools?) The rules are few: each player propounds his favorite opinion on education. He may say, "Kids learned to read better 50 years ago than they do today," or, "Northern schools are good and southern schools are lousy."

The beauty of it, continues Miss Rowan, is that anybody can win, since there is no way of proving or disproving the above or any similar assertion.

Miss Rowan's fancy is unfortunately close to truth. In the absence of meaningful information, public opinion about schools has rested largely on subjective judgment and popular impression.

While citizens debate, however, a number of Government agencies have been quietly stockpiling data that may bring the new game down for the county and leave baseball once again unchallenged.

By far the largest stockpiler of information is the Army's Office of the Surgeon General, which can tell us the following about some hypothetical young men:

Joe Dangerfield and John Dangerfield are among approximately 2 million young men taking the Armed Forces Qualification Test (AFQT) and related examinations this year.

Both are 18 and white. Yet, statistically Joe is eight times as likely to fail the tests as John. Why? John went to school in Washington. Joe went to school in Tennessee.

David Coldstream and Dick Coldstream are taking the same tests. Both are 18 and Negro. David is three times as likely to fail the tests as Dick. David went to school in South Carolina; Dick in Rhode Island.

Bill Hardwood and Bob Hardwood will take the same tests. Both are 18. Bill is white and Bob is Negro. Both went to school in Florida. Bob is four times as likely to fail this test as Bill.

What are the Armed Forces mental tests, and what do they have to do with schools?

The basic test in the Armed Forces is the AFQT. All draftees and enlistees are required to take it before entering any branch of the military services. It is a standard examination administered on a uniform basis throughout the country.

In the last 10 years, over 10 million young men aged 18 to 26 have taken the AFQT. This is the largest group of standardized test scores that has ever been available for State and regional comparison.

For these reasons, these mental test results are the closest thing there is to a national index of educational strengths and weaknesses. Though the narrowness of range and the imprecision of scoring limit the test's usefulness for educators (it doesn't, for example, break down categories of information; it doesn't say that 40 percent of failing 18-year-olds from Ohio were strong in math but weak in vocabulary), for the general public the AFQT and the related tests are the best available indicator of State-by-State school performance.

The absence of basic educational information is one of the odd phenomena of contemporary America. As a Nation, we have developed highly sophisticated techniques to measure such disparate things as the purity of our water, the health of our economy, and the popularity of our public figures, but there has never been a measure of the basic academic skills of our children. We know the gross national product; we do not know the gross educational product.

When the Office of Education was established a century ago, Congress directed it to collect "such statistics and facts as shall show the condition and progress" of American education. Today the Office can accurately report the number of classrooms, teachers, pupils, books, globes, and language laboratories per pupil in every school in this country. But it doesn't know what students learn in these schools, or whether they learn it better or worse than students of 50 years ago. We know infinitely more about steel production in Pittsburgh, garment prices in Dallas, and the status of beef raising in Iowa than we do about the level of English or math proficiency anywhere in the Union.

Why? Two reasons predominate.

Any evaluation, points out Assistant Commissioner of Education Alexander Mood, is painful unless you are very sure of your score. The evaluator is more and more beset by doubts that he is being fair as the score decreases. Those being evaluated know darn well he is not being fair! There is always the awful knowledge that half of the evaluated will fall below the national median. And what educator wants bad marks on his report card, asks Mr. Mood.

Hardly anybody can win. The district that rates very high in the natural sciences may rate very low in the humanities—or vice versa.

Secondly, testing itself is a surprisingly thorny issue. Standardized tests are classified according to what they are intended to measure: intelligence, aptitude, scholastic achievement, or personal characteristics. They have been used and abused ever since Binet published the first intelligence test in 1905. Educators endlessly dispute the relative merits of one kind of test over another:

Are IQ (increasingly called "aptitude") tests better than achievement tests? Better for what? Do IQ tests really measure intelligence? Do achievement tests really measure achievement?

Actually, these two kinds of tests are less different than is commonly supposed. Any test reflects the quality and quantity of experience a student has been exposed to. Abilities are presumed to be common to children regardless of their schooling. Achievement is assumed to reflect the amount learned in school. In both, however, test scores are the product not only of the individual's inherited potential, but of his environment and the opportunities within his own experience. Pounds of published documents relate the difficulty of developing a culture-free test. There are no culture-free tests.

Nor is there any single kind of intelligence. Explained David Wechsler in the New York Times: An educator may define intelligence as the ability to learn, a biologist as the ability to adapt, a psychologist as the ability to reason abstractly, and the layman as plain common sense. The difficulty, Wechsler continued, is similar to what a physicist encounters when asked what he means by energy, or a biologist what he means by life. The fact is that energy and life are not tangible entities. You cannot touch them or see them. You know them only by their effects or properties, and the same is true of general intelligence.

Whatever their value, tests have become an integral part of our statistic-happy American way of life. Colleges use them to determine admissions; industry uses them to make personnel decisions; TV programs use them to build ratings; party givers use them to entertain guests. The Armed Forces use the AFQT in connection with personnel assignment as well as in acceptance of draftees and enlistees.

Seymour L. Wolfbein, the former diretcor of the Office of Manpower, Automation, and Training in the Department of Labor, called the AFQT "an excellent device for identifying persons with special educational and training problems." A report by the President's Task Force on Manpower Conservation called the AFQT "a uniform national test" which "has the potential for providing the communities of the Nation with an important comparison and indicator . . . which would be difficult indeed to create if it did not already exist." Stafford L. Warren, former special assistant to the President for Mental Retardation, agreed on the great value of the AFQT as a means of identifying persons in need of special training.

The Army has used the experiences of half a century of testing in developing the AFQT, which, by law, is used to screen American youth for all branches of the Armed Forces. It follows a long line of other tests. In World War I, the Army Alpha (verbal) and Beta (nonverbal) tests were used. During World War II the Army used the AGCT (Army General Classification Test). The AFQT, designed and first used in 1950, has undergone frequent revision. The current versions cover, as have their predecessors since 1953, four subject areas: vocabulary, arithmetic, spatial relationships, and mehchanial ability. There are 25 questions in each category. Questions are arranged in cycles of increasing difficulty in each of the four test areas. Fifty minutes are allowed. It is a 'spiral omnibus" test emphasizing power rather than speed. The Army says it is not an intelligence test nor does it measure educational attainment as such, "although both education and intelligence affect the ability to score well on the test."

"In general," says a report from the Surgeon General of the Army, "there is a positive correlation between AFQT scores and education. The youth's score on the AFQT depends on several factors: on the level of his educational attainment, on the quality of his education (quality of his school facilities), and on the knowledge he gained from his educational training otherwise, in and outside of school. These are interrelated factors, which vary with the youth's socioeconomic and cultural environment, in addition to his innate ability to learn."

SCORING

Raw scores on the AFQT are computed by subtracting one-third of an examinee's mistakes from his total correct answers—a procedure adopted to compensate for lucky guesses. To supply meaning to the scoring and to simplify comparisons, the raw score is converted into a percentile score that theoretically establishes the examinee's relative standing in the whole draft age population. (These relative standings are based on norms established a generation ago, during World War II. They have never been updated.) On the basis of this percentile score, men are classified into one of five mental groups:

Mental group:	*Percentile score*
I	93—100
II	65— 92
III	31— 64
IV	10— 30
V	0— 9

Groups I, II, and III automatically meet mental standards for military service. (Some of these men are disqualified for medical reasons. Data in this article relate only to acceptance or rejection on the basis of mental tests scores. Total rejection rates are higher than those that appear here.)

Under the Universal Military Training and Service Act, men in mental Group V are considered unfit for military service unless their educational or occupational background seems to indicate that they should not have failed the test. In such cases there is a "terminal screening" and if its findings are at variance with the test score, the examinee is declared "administratively acceptable" and classified 1–A. (Last year about 3,000 young men entered the Army this way.)

Procedures for Group IV vary according to the Army's manpower needs. Currently, all Group IV's who score above the 16th percentile and have completed high school are accepted for military service. All other men in Group IV take additional aptitude tests called the Army Qualification Battery (AQB). Failing scores on the AQB result in a "trainability limited" classification.

These men would qualify for military service only in time of war or national emergency.

(A new program just announced by Secretary of Defense Robert McNamara will take an additional group of men in mental Group IV (40,000 this year, 100,000 annually in subsequent years) and provide them with basic literacy training to enable them to qualify for military service. Precedent is the successful literacy training program conducted under Army auspices during World War II.)

Rejectee figures in this article include all Group V's except administratively acceptables, and all Group IV's who were given the AQB and failed. (Scores in mental Group IV are roughly equivalent to what an employer might expect of a job applicant with an eighth grade education; those in Group V to what he might expect of a man with less than a fifth grade education. The Census Bureau defines the latter as functionally illiterate.)

AFQT's and AQB's are administered at 74 Armed Forces Examining and Entrance Stations (AFEES) throughout the United States. In a monthly report to the Surgeon General of the Army, the AFEES report the number of young men examined and their mental classification both by State and—in a departure from usual procedure—by race.

The AFEES data are summarized annually in the report, Results of the examination of Youths for Military Service, published by the Office of the Surgeon General, Army. Additionally, the annual report for 1965 included a comprehensive analysis of 383,000 18-year-olds examined under the Conservation of Manpower program initiated in June 1964 and terminated in December 1965. This is the largest and most homogeneous population studied so far.

By now the Surgeon General's Office has accumulated enough data to provide a detailed State-by-State outline of successes and failures that reveals sharply uneven performance both by State and by race. The study of 18-year-olds, for example, shows that:

Failure rates on the AFQT and related tests ranged from a low of 6 percent in the State of Washinton to a high of 55 percent in the District of Columbia. (The national average was 25 percent.)

These rejection rates based on the mental tests are lowest in the Midwestern and Western States; highest in the South.

An unpublished supplement to the study, showing detail by race, reveals that:

Southern whites are behind whites in all other regions of the country; southern Negroes are behind Negroes in all other regions of the country.

In every State, test performance is significantly higher for whites than for Negroes. Nationally, only 19 percent of the whites fail the mental tests, compared to a failure rate of 68 percent for Negroes.

In addition, a special Department of Labor study of the academic background of 2,500 rejectee's shows that:

Negroes who fail the AFQT average one more year of school than whites; characteristically they have had some high school experience while most white failures have not.

An examination of accumulated data on rejectees in the period from 1958 through 1965 supports findings from the study of 18-year-olds. Men from the Western and Midwestern States consistently performed best on the mental tests; men from the South consistently scored lowest. Throughout the eight-year period, moreover, the rank order of the States changed only slightly and the spread of percentage points between the States with the lowest failure rate averages (Wash., Iowa, Mont., Utah, Minn., Oreg.) and those with the highest averages (Miss., S.C., La., N.C., Ala., Ga.) has remained about the same. (See tables.)

The eight-year cumulative results for draftees differ only in minor detail from the results of the study of 18-year-olds. (See tables.)

Over a long period of time, the draftee rejection rates more accurately reflect regional differences in performance by young men. But, by excluding enlistees, these figures, exaggerate the inadequacy of national performance on the AFQT. Enlistees, prescreened by local recruiters before taking the test, seldom fail the AFQT. Since a majority of all men who enter the Armed Forces enter as enlistees, the overall rejection rate (enlistees plus draftees) is substantially less than for draftees alone.

Failure rates clearly and consistently relate to geographical areas. Year after year, men from the West and the Midwest perform better than those from other parts of the country. In the special study of 18-year-olds, their failure rate was only half the national average, while men from the South were failing at twice the national rate.

The same regional differences appear in a study of draftee failures by race:

Draftee failure rate (by percent) fiscal year 1966

Army area	All	White	Negro
III (South): Ala., Fla., Ga., Miss., N.C., S.C., Tenn	31	18	68
IV (south central): Ark., La., N. Mex., Okla., Texas	20	12	57
I, II (Northeast): Conn., Maine., Mass., N.H., N.J., N.Y., R.I., Vt., Del., D.C., Ky., Md., Ohio, Pa., Va., W. Va	15	12	45
V, VI (Midwest and West): Colo., Ill., Ind., Iowa, Kans., Mich., Minn., Nebr., N. Dak., S. Dak., Wis., Wyo., Ariz., Calif., Idaho, Mont., Nev., Oreg., Utah, Wash.	10	8	37

Source: Results of preinduction examination summary Office of the Surgeon General Department of the Army.

Throughout the United States the failure rate of whites on these examinations averages one-fourth that of Negroes. The exception is West Virginia where whites and Negroes fail in equal—and substantial—numbers. In every other State the Negro failure rate is at least twice that of the white failure rate.

Among successful examinees—men who pass the tests—whites also do much better than Negroes. Fewer than one-twentieth as many Negroes score in mental Group I as would be expected on the basis of the theoretical norms for the standard population. More than two-thirds of the Negroes examined for military service in 1966 fell in Group IV or below. By theoretical distribution, 69 percent would fall in Groups I, II, and III; less than 22 percent of the Negroes did so. Specifically:

Estimated percentage distribution of draftees by mental group, by race: Fiscal year 1966

Mental group	White	Negro	Total
I	7.6	0.3	6.7
II	32.1	3.3	28.8
III	34.6	18.2	32.8
IV	[1] 16.0	[1] 38.2	[1] 18.5
V	9.1	37.1	12.3
Administratively acceptable	0.6	2.9	0.9

[1] Mental group IV consists of (*a*) white—9.4 percent passed AQB, 6.6 percent failed AQB (trainability limited); (*b*) Negro—17.5 percent passed AQB, 20.7 percent failed AQB (trainability limited); (*c*) total—10.3 percent passed AQB, 8.2 percent failed AQB (trainability limited).

(The illustrations and accompanying table below are derived from the table above by subtracting the failing group and redistributing percentages.)

IMPACT OF POVERTY

These test results mirror America's erratic progress toward its elusive goal of educational equality. They also reflect the host of distribuing social and economic problems that face the Nation: For example, the 1963 Department of Labor study reported that the majority of young men failing the AFQT, white and Negro alike, were the products of poverty. Forty percent of them had never gone beyond grammar school, four out of five didn't finish high school, almost one-third came from broken homes, and one-fifth came from families that have needed public assistance. The unemployment rate for rejectees was substantially higher than for other young men in the same age group, and most of those who were employed held unskilled jobs and had by far the lowest earnings in their age group.

Clearly this suggests a relationship between failing scores on the mental tests and the environment of poverty, just as the regional extremes point to a serious inequality of educational opportunity.

The most relevant index for appraising the quality of education in a community is the degree to which it provides the basic knowledge and skills that are required in our contemporary world. AFQT results tell a great deal more than the number of men who are not qualified intellectually to enter the Armed Forces. These same young men are equally unqualified to become contributing members of our work force. They have not been educated to provide for themselves and their families.

"Today's military rejects include tomorrow's hard-core unemployed," said President John F. Kennedy. "The young man who does not have what it takes to perform military service is not likely to have what it takes to make a living."

The rejection rate on the AFQT is not an infallible guide, but it is impressive evidence of failure by many schools. The grown man who cannot pass the AFQT is in serious trouble. This test does not measure innate intelligence or scholastic aptitude—it measures precisely those skills that are most important in terms of jobs and income.

With rare exceptions, those who fail have had all the formal schooling they are going to get. Only four percent of the rejectees the Department of Labor studied in 1963 had taken business or commercial courses and only 17 percent had taken vocational or technical courses. The substantial majority of rejectees had been in academic courses—but their most common deficiency on the AFQT was apparently that they could not read or do simple arithmetic.

The extreme variations in regional performance clearly suggest that schools have not erased inequality based on accidents of geography; the extreme racial variations make it clear that the schools have yet to overcome the environmental handicaps of the Nation's Negro students. It is unlikely that the talent pool in any one State is substantially different than the talent pool in any other State. It is a demonstrable fact that the talent pool in any one ethnic group is substantially the same as that in any other ethnic group.

"There is absolutely no question of any genetic differential," says a special Department of Labor Report on the Negro Family. "Intelligence potential is distributed among Negro infants in the same proportion and pattern as among Icelanders or Chinese or any other group."

In every generation talent appears at every social stratum in every geographic area. "In every race, nation, class, and community, better and worse endowed individuals can be found," wrote anthropologist Juan Comas. "This is a biological fact to which there are no exceptions."

Thus the AFQT results seem to point up failure in the schools. Whatever the combination of nonschool factors—poverty, unstable families, community attitudes, low educational level of parents, etc.—which put minority group students at a disadvantage in verbal and nonverbal skills when they enter first grade, it is clear that the schools do not overcome them, notes a just-completed report by the U.S. Office of Education.

The OE report is based on a study of educational opportunity that included achievement testing of as many as 135,000 students at one of five way-points in their educational career—first, third, sixth, ninth, and twelfth grades. At each grade level the Negro pupils scored distinctly lower than did white students but most important to note is that by the twelfth grade the difference had increased.

For example, Negroes were 10.7 points below whites in nonverbal scores in the first grade. By twelfth grade this gap had grown to 11.1 points. In verbal scores, the gap widened from 7.2 points in first grade to 11.2 points by twelfth grade.

The price of poor school support is poor education. Military rejection rates for each Army area are shown for calendar year 1965 and related to what the schools in each of the areas were providing for current expenditures per pupil in average daily attendance (ADA) in school year 1964–65. Data are for 48 States and the District of Columbia. Averages are: 20.9% mental test failures nationally; $483 current expenditures per pupil in ADA.

Thus, whatever the degree of inequality when the youngster enters the school system, it is greater when he leaves. The schools not only fail to close the gap, they don't even enable Negro students to hold their own.

The overall differences mentioned should not obscure the fact that many Negro children outperform white children. Additionally, by grade 12, both white and Negro students in the South scored lower on these tests than did white and Negro students in the North. Also, southern Negroes scored further below southern whites than did northern Negroes below northern whites—a regional finding that correlates with the Armed Forces mental test results. (The OE study reports only regional data; by prior agreement with chief State school officers it does not reveal State-by-State test results.) The OE study also found that the average white student's achievement is less affected by the strength or weakness of his school than is that of the average Negro student.

Although there is no wholly consistent pattern, in general the study found that Negroes are offered fewer of the facilities that are most related to academic achievement (i.e., physics, chemistry, and language laboratories; libraries; textbooks; etc.). Usually greater than the majority-minority differences, however, are the regional differences.

The OE survey shows, for example, that white children generally attend elementary schools with a smaller average number of pupils in their classrooms (29) than do any of the Negroes (32). The regional breakdowns however, show that in the Southwest the Negroes average 39 pupils per room compared to 26 per room for whites. Twice as many Negro high school students in the metropolitan Far West attend schools with language laboratories as do their counterparts in the metropolitan South (95 percent versus 48 percent; for whites it is 80 percent versus 72 percent). One hundred percent of Negro high school students in the metropolitan Far West have access to a remedial reading teacher, compared with 46 percent in the metropolitan South.

Overall, Negro students are less likely to attend secondary schools that are accredited, they have less access to college preparatory curriculums, and their teachers have weaker academic credentials.

Since it is as axiomatically true in education as elsewhere that you get what you pay for, the correlation between this data, expenditure tables on pages 8 and 9, and the Armed Forces test results is no surprise—but neither is it very informative. It serves only as a fever gauge, saying that the patient is ill, but unable to identify his malady.

Far more precise diagnostic tools are needed to pinpoint what is happening in the Nation's schools, to show what children actually learn and when and how well they learn it.

For this reason the Carnegie Corporation 2 years ago organized a top level committee to look into the question of whether there could or should be a national assessment of education. The committee (a private nonprofit corporation) has concluded that such an undertaking would be not only feasible, but desirable. The project has progressed from the proposal to the planning stages.

A large part of the impetus toward national assessment stems from the increasing Federal investment in education. Congress and the American taxpayer want to know what the Nation is getting for its money—and not in terms of things bought but in terms of educational increments.

Twenty years ago such an assessment would have been so large an undertaking as to make it almost impossible. Today, the theory and technology of statistical sampling is so far advanced that Richard Scammon, former director of the Bureau of the Census, says a random sample of one-half of one percent of the population can provide data statistically accurate within a few percentage points.

The Carnegie committee would sample five percent of children in the 9, 13, and 17 age brackets and 29-year-old adults. The 9-year-olds represent children who are expected to have achieved the goals of primary education; the 13-year-olds, elementary; and the 17-year-olds, secondary. Adults would be surveyed for comparative purposes because they represent the major factor in determining the educational level of the Nation.

No participating pupil, teacher, or school would be identified. Breakdowns would be by sex, by ethnic group, by socio-economic level, by geographic region, and by rural, urban, and suburban residence. The committee proposes periodic assessments every three or five years.

It would be impossible to teach to the test, points out Committee Chairman Ralph Tyler. A teacher would be extremely unlikely to have more than one pupil tested in a five-year period, and that pupil would take only a small portion of the whole test—which is expected to require 20 hours for completion and to include seven subject areas: reading, language arts, mathematics, social studies, citizenship, fine arts, and vocational education. Prototype tests, being developed by leading educational research firms under contract to the committee, will be ready for field testing early next year.

Such tests, if applied nationwide could provide a consistent and comprehensive account of the accomplishments of the Nation's educational system. The general public could, for the first time, get a report of what tax dollars buy in educational achievement.

STATE RANKINGS OF EDUCATION INDICATORS SHOW SIMILARITY IN PERFORMANCE

Estimated percent of illiteracy in population over 14: 1960

1. Louisiana	6.3
2. South Carolina	5.5
3. Hawaii	5.0
4. Mississippi	4.9
5. Georgia	4.5
6. Alabama	4.2
7. Texas	4.1
8. North Carolina	4.0
New Mexico	4.0
10. Arizona	3.8
11. Arkansas	3.6
12. Tennessee	3.5
13. Virginia	3.4
14. Kentucky	3.3
15. Alaska	3.0
16. New York	2.9
17. West Virginia	2.7
18. Florida	2.6
United States	2.4
19. Rhode Island	2.4
20. New Jersey	2.2
Massachusetts	2.2
Connecticut	2.2
23. Pennsylvania	2.0
24. Oklahoma	1.9
District of Columbia	1.9
Maryland	1.9
Delaware	1.9
28. Illinois	1.8
California	1.8
30. Missouri	1.7
31. Michigan	1.6
32. Ohio	1.5
33. North Dakota	1.4
New Hampshire	1.4
35. Maine	1.3
Colorado	1.3
37. Wisconsin	1.2
Indiana	1.2

Estimated percent of illiteracy in population over 14: 1960—Continued

39. Vermont	1.1
Nevada	1.1
41. Montana	1.0
Minnesota	1.0
43. Wyoming	0.9
Washington	0.9
Utah	0.9
South Dakota	0.9
Nebraska	0.9
Kansas	0.9
49. Oregon	0.8
Idaho	0.8
51. Iowa	0.7

Source: Census Bureau.

Pupil-teacher ratio in public schools: Fall 1965

1. Hawaii	29.8
2. Mississippi	28.7
3. Alabama	28.1
4. Tennessee	27.9
5. Georgia	27.8
6. Michigan	27.1
7. California	26.7
8. South Carolina	26.5
Utah	26.5
10. North Carolina	26.4
11. West Virgina	26.3
12. Arkansas	26.2
13. Missouri	26.0
14. Ohio	25.8
15. Louisiana	25.6
Dist. of Columbia	25.6
17. Florida	25.5
Kentucky	25.5
19. Virginia	25.0
20. Texas	24.9
Indiana	24.9
22. Pennsylvania	24.6
United States	24.6
23. Maryland	24.5
Nevada	24.5
25. New Mexico	24.4
Maine	24.4
27. Washington	24.2
28. Oklahoma	23.9
Idhao	23.9
30. Arizona	23.8
31. Minnesota	23.4
32. Rhode Island	23.3
Illinois	23.3
New Hampshire	23.3
35. Connecticut	23.0
36. Massachusetts	22.7
37. Delaware	22.6
38. Colorado	22.3
Wisconsin	22.3
Alaska	22.3
41. New York	21.8
Montana	21.8
New Jersey	21.8
44. Vermont	21.7
45. Iowa	21.5
Oregon	21.5
47. Nebraska	20.7
48. North Dakota	20.5
49. Wyoming	20.3
50. South Dakota	19.7
51. Kansas	19.0

Source: Office of Education.

Median school years completed by persons 25 years old and older: 1960

	All	White	Nonwhite
1. South Carolina	8.7	10.3	5.9
Kentucky	8.7	8.7	8.2
3. West Virginia	8.8	8.8	8.4
Tennessee	8.8	9.0	7.5
Louisiana	8.8	10.5	6.0
6. North Carolina	8.9	9.8	7.0
Mississippi	8.9	11.0	6.0
Arkansas	8.9	9.5	6.5
9. Georgia	9.0	10.3	6.1
10. Alabama	9.1	10.2	6.5
11. North Dakota	9.3	9.3	8.4
12. Missouri	9.6	9.8	8.7
13. Virginia	9.9	10.8	7.2
14. Rhode Island	10.0	10.0	9.5
15. Pennsylvania	10.2	10.3	8.9

Median school years completed by persons 25 years old and older: 1960—Continued

	All	White	Nonwhite
16. Wisconsin	10.4	10.4	9.0
Texas	10.4	10.8	8.1
South Dakota	10.4	10.5	8.6
Oklahoma	10.4	10.7	8.6
Maryland	10.4	11.0	8.1
21. Illinois	10.5	10.7	9.0
United States	10.6	10.9	8.2
(United States 1964)	11.7		8.9
22. New Jersey	10.6	10.8	8.8
23. New York	10.7	10.8	9.4
24. Minnesota	10.8	10.8	9.1
Michigan	10.8	11.0	9.1
Indiana	10.8	10.9	9.0
27. Vermont	10.9	10.9	10.5
Ohio	10.9	11.0	9.1
New Hampshire	10.9	10.9	11.7
Florida	10.9	11.6	7.0
31. Maine	11.0	11.0	10.7
Connecticut	11.0	11.1	9.1
33. Delaware	11.1	11.6	8.4
34. New Mexico	11.2	11.5	7.1
35. Iowa	11.3	11.3	9.5
Hawaii	11.3	12.4	9.9
Arizona	11.3	11.7	7.0
38. Nebraska	11.6	11.7	9.6
Montana	11.6	11.7	8.7
Massachusetts	11.6	11.6	10.3
41. Kansas	11.7	11.8	9.6
District of Columbia	11.7	12.4	9.8
43. Oregon	11.8	11.8	9.9
Idaho	11.8	11.8	9.6
45. Wyoming	12.1	12.1	9.3
Washington	12.1	12.1	10.5
Nevada	12.1	12.2	8.8
Colorado	12.1	12.1	11.2
California	12.1	12.1	10.5
Alaska	12.1	12.4	6.6
51. Utah	12.2	12.2	10.1

Source: Census Bureau.

Estimated current expenditure per pupil in average daily attendance in public schools, by State: 1956–1966

1. Mississippi	$317
2. South Carolina	349
3. Alabama	355
4. Tennessee	361
5. West Virginia	367
6. Kentucky	375
7. Arkansas	376
8. North Carolina	379
9. Georgia	384
10. Idaho	400
11. Maine	410
12. Nebraska	419
13. Virginia	424
14. Florida	439
15. Texas	449
16. Utah	459
17. North Dakota	460
18. New Hampshire	479
19. Louisiana	481
Oklahoma	481
21. Missouri	485
22. Ohio	503
23. South Dakota	507
Vermont	507
25. Kansas	511
26. Indiana	512
27. Colorado	513
28. Arizona	514
29. Hawaii	515
30. Michigan	523
31. Nevada	528
32. Massachusetts	530
United States	532
33. Iowa	549
34. Wyoming	551
35. Maryland	552
36. Washington	556
37. Pennsylvania	565
38. Montana	567
39. Wisconsin	575
40. Rhode Island	576
41. Minnesota	577
42. Dist. of Columbia	578
New Mexico	587
44. Delaware	580
45. California	582
46. Illinois	591
47. Oregon	612
48. Connecticut	637

Estimated current expenditure per pupil in average daily attendance in public schools by State: 1956–1966—Continued

49. New Jersey	662
50. Alaska	775
51. New York	876

Source: Office of Education.

Percent of public school classroom teachers paid $6,500 or more: 1965–66

1. Mississippi	0.6
2. South Dakota	2.0
Kentucky	2.0
4. South Carolina	2.5
5. West Virginia	2.8
6. Arkansas	4.0
7. Alabama	5.0
8. Oklahoma	6.0
9. Tennessee	8.0
10. North Carolina	8.8
11. Idaho	9.5
12. Georgia	11.0
13. North Dakota	12.2
14. Nebraska	12.5
15. Maine	15.3
16. Texas	15.8
17. New Hampshire	17.1
18. Montana	17.8
19. Virginia	19.5
20. Vermont	20.0
Louisiana	20.0
22. Kansas	20.5
23. Missouri	24.0
24. Iowa	25.0
25. Florida	33.0
26. Ohio	37.5
27. Colorado	39.1
28. Wyoming	40.3
29. Wisconsin	41.0
United States	41.3
30. Utah	42.1
31. Pensylvania	43.4
32. New Mexico	45.9
33. Rhode Island	46.5
34. Hawaii	47.0
35. Oregon	47.7
36. Minnesota	49.0
37. Illinois	51.2
38. New Jersey	55.2
39. Maryland	56.0
Indiana	56.0
41. Michigan	56.2
42. Connecticut	56.5
43. Washington	57.0
Nevada	57.0
45. Massachusetts	58.5
46. Arizona	60.0
47. Delaware	61.0
48. California	77.0
49. New York	79.0
50. Alaska	94.8

Source: NEA Research Division. Rankings of the States, 1966. Copyright 1966 by the National Education Association. All rights reserved.

The same States lead or lag in various sectors: Literacy level, school expenditures, military test failures, teacher salaries:

Percent of voting age population participating in presidential elections: 1964

1. Mississippi	33.3
2. Alabama	36.3
3. South Carolina	39.3
4. Virginia	42.9
5. Georgia	44.8
6. Texas	45.3
7. Louisiana	47.9
8. Arkansas	50.4
9. Tennessee	51.6
10. North Carolina	53.0
11. Florida	53.8
12. Kentucky	54.1
13. Arizona	55.5
14. Maryland	57.0
15. Nevada	57.1
16. Alaska	62.2
United States	62.8
17. New York	63.4

Percent of voting age population participating in presidential elections: 1964—Con.

18. Oklahoma	63.5
19. New Mexico	65.4
20. Kansas	66.0
Hawaii	66.0
22. California	66.1
23. Ohio	66.7
24. Maine	66.9
25. Nebraska	67.6
26. Vermont	67.9
27. Missouri	68.0
28. Pennsylvania	68.1
29. Michigan	69.1
30. New Jersey	69.2
31. Colorado	69.7
32. Oregon	69.8
33. Wisconsin	70.7
34. Rhode Island	71.1
35. Montana	71.2
36. Massachusetts	71.7
37. Connecticut	72.1
38. Iowa	72.3
39. Delaware	72.5
40. Washington	73.0
41. South Dakota	73.4
42. North Dakota	73.8
New Hampshire	73.8
44. Indiana	74.1
45. Illinois	74.3
46. Wyoming	74.5
47. West Virginia	75.1
48. Idaho	76.5
49. Minnesota	76.8
50. Utah	77.3

Source: Department of Commerce.

Draftee failures on Armed Forces mental tests (by percent)

	August 1958 to December 1965	1965
U.S. average	23.4	20.2
Mississippi	57.3	37.0
South Carolina	53.2	48.2
Louisana	45.2	36.2
North Carolina	42.5	41.1
Alabama	42.3	38.5
Georgia	41.3	41.2
Arkansas	38.4	25.3
Tennessee	36.3	31.8
District of Columbia	35.6	34.1
Virginia	33.8	28.9
Kentucky	33.5	26.5
West Virginia	31.3	27.8
Florida	31.1	25.5
Maryland	27.1	24.1
Texas	25.7	22.9
Delaware	25.4	21.9
New York	24.4	20.4
New Mexico	24.0	25.1
Hawaii	23.1	23.0
New Jersey	22.8	16.5
Maine	20.7	18.3
Arizona	19.7	20.2
Illinois	19.1	16.0
Connecticut	18.4	16.8
Missouri	17.7	17.1
Nevada	17.5	14.5
California	16.3	14.8
Pennsylvania	15.5	13.9
Oklahoma	15.3	16.5
Michigan	15.3	14.1
Ohio	14.7	14.0
Vermont	14.4	11.3
Massachusetts	14.1	12.9
Indiana	13.8	10.8
New Hampshire	13.4	9.5
Rhode Island	13.1	8.9
Alaska	12.9	13.8
Colorado	12.2	13.9
Wisconsin	10.6	9.3
South Dakota	10.6	10.5
North Dakota	9.7	9.7
Kansas	9.4	10.2
Nebraska	9.1	8.7
Idaho	8.8	8.0
Wyoming	8.6	9.2
Oregon	7.1	6.9
Minnesota	7.0	7.6
Utah	6.5	6.6
Montana	6.5	6.2
Iowa	6.4	5.1
Washington	6.3	7.0

Source: Office of the Surgeon General, Army.

High school dropouts (percent of 1961–62 ninth graders not graduating in 1964–65)

1. Mississippi	37.7
2. Georgia	37.0
3. Kentucky	36.3
4. North Carolina	33.7
District of Columbia	33.7
6. Alabama	33.6
7. Tennessee	33.2
8. New Mexico	33.1
9. South Carolina	33.0
Alaska	33.0
11. Louisiana	32.6
12. Arizona	31.9
13. Florida	31.5
14. West Virginia	31.0
15. Texas	30.5
16. Virginia	30.2
17. Arkansas	30.1
18. Kansas	29.9
19. Missouri	27.6
20. Illinois	25.8
21. Oklahoma	25.6
22. Wyoming	25.3
United States	25.1
23. Indiana	25.0
24. Maine	24.0
25. Maryland	23.7
26. New York	23.6
27. Nevada	23.0
Vermont	23.0
29. Michigan	22.7
30. Colorado	21.8
31. New Hampshire	21.5
32. Idaho	21.4
33. New Jersey	20.8
34. Massachusetts	20.6
35. Delaware	20.4
36. Utah	19.1
37. Ohio	18.9
38. South Dakota	18.7
39. North Dakota	18.6
40. Connecticut	18.4
Rhode Island	18.4
42. Nebraska	18.1
43. Pennsylvania	17.7
44. Oregon	17.4
45. Iowa	16.8
46. Montana	15.7
47. Washington	15.1
48. Hawaii	14.5
49. Wisconsin	14.2
50. California	12.5
51. Minnesota	12.1

Source: Office of Education.

Average annual salaries of classroom teachers in public schools: 1965–66

1. Mississippi	$4,190
2. South Dakota	4,650
3. South Carolina	4,675
4. Arkansas	4,740
5. Kentucky	4,930
6. West Virginia	4,990
7. Tennessee	5,100
8. North Dakota	5,120
9. Alabama	5,150
10. Nebraska	5,225
11. North Carolina	5,337
12. Georgia	5,350
13. Maine	5,550
14. Vermont	5,640
15. Virginia	5,650
Oklahoma	5,650
New Hampshire	5,650
18. Idaho	5,685
19. Kansas	5,785
20. Montana	5,800
21. Missouri	5,857
22. Texas	5,950
23. Louisiana	6,039
24. Iowa	6,050
25. Wyoming	6,119
26. Utah	6,260
27. Rhode Island	6,325
28. Ohio	6,350
29. New Mexico	6,356
30. Colorado	6,391
31. Pennsylvania	6,410
32. Wisconsin	6,425

Average annual salaries of classroom teachers in public schools: 1965–66—Continued

33. Florida	$6,435
United States	6,500
34. Minnesota	6,641
35. Oregon	6,650
36. Washington	6,825
37. Michigan	6,850
38. Maryland	6,878
39. Hawaii	6,929
40. New Jersey	6,968
41. Nevada	7,025
Arizona	7,025
43. Indiana	7,050
44. Massachusetts	7,100
45. Illinois	7,123
46. Delaware	7,150
47. Connecticut	7,200
48. District of Columbia	7,500
49. New York	7,700
50. California	8,150
51. Alaska	8,240

Source: Office of Education.

Armed Forces mental test failures, 18-year-olds: June 1964 to December 1965 study

[In percent]

	Total	White	Negro
U.S. average	25.3	18.8	67.5
District of Columbia	55.3	16.8	65.4
South Carolina	54.6	21.8	85.6
Mississippi	53.8	25.2	84.9
North Carolina	53.0	37.9	82.1
Tennessee	49.0	43.7	70.8
Louisiana	46.0	25.4	74.9
Virginia	45.3	33.6	73.7
Alabama	44.5	24.4	76.2
Georgia	43.2	23.5	79.1
Kentucky	39.1	38.0	59.2
Texas	38.6	32.5	69.4
West Virginia	35.5	35.3	46.0
Arkansas	33.7	21.0	70.9
Florida	32.9	18.4	74.4
New Mexico	29.4	29.1	62.1
Hawaii	28.3	28.2	[1] 100.0
Maryland	27.8	19.1	55.2
Arizona	25.9	24.0	68.1
New York	24.9	21.1	53.8
Oklahoma	23.3	19.3	60.1
Missouri	21.6	17.3	65.4
Colorado	21.2	20.5	54.7
Maine	20.9	20.9	(2)
Delaware	20.8	12.8	52.6
California	19.5	17.1	49.4
Michigan	18.2	14.4	46.2
Illinois	17.8	13.4	55.5
Massachusetts	17.0	16.6	42.2
New Hampshire	16.1	16.1	(2)
Vermont	15.1	15.1	(2)
Nevada	14.9	9.4	68.2
New Jersey	14.4	10.7	45.2
Indiana	14.2	12.8	43.6
North Dakota	14.1	14.1	(2)
Ohio	13.9	11.9	40.3
Conneticut	13.8	11.3	50.3
Pennsylvania	13.7	11.6	41.7
Kansas	13.5	11.8	45.9
Alaska	13.1	12.9	[1] 50.0
South Dakota	12.6	12.6	(2)
Rhode Island	12.4	12.1	29.3
Nebraska	12.1	10.9	54.7
Idaho	11.4	11.4	(2)
Wisconsin	9.4	8.7	56.2
Montana	8.3	8.3	[1] 100.0
Utah	8.2	8.1	[1] 50.0
Iowa	7.7	7.7	(2)
Wyoming	7.5	7.6	(2)
Oregon	7.4	7.0	57.8
Minnesota	6.9	6.9	[1] 37.4
Washington	5.8	5.5	25.0

[1] Small sample.
[2] Too small—figure meaningless.

NOTE.—Range: Total: 5.8 percent (Washington) to 55.3 percent (District of Columbia); white: 5.5 percent (Washington) to 43.7 percent (Tennessee); Negro: 25 percent (Washington) to 85.6 percent (South Carolina).

Source: Office of the Surgeon General, Army.

MORE INFLATION

Mr. MILLER. Mr. President, I ask unanimous consent to have printed in the RECORD an article entitled "More Inflation? Corporate Economists Say Johnson Program Won't Halt Price Rises," written by Albert R. Karr, and published on the front page of yesterday's issue of the Wall Street Journal.

There being no objection, the article was ordered to be printed in the RECORD, as follows:

MORE INFLATION? CORPORATE ECONOMISTS SAY JOHNSON PROGRAM WON'T HALT PRICE RISES—THEY SEE COST PUSH FROM BIG PAY HIKES REINFORCING PRESSURES OF HOT DEMAND—FIRMS BUDGET FOR TAX BOOST

(By Albert R. Karr)

"We're going to get a lot more inflation in the months just ahead."

That's the prediction of Albert G. Matamoros, economist for Armstrong Cork Co., and of a great majority of corporate economists interviewed by The Wall Street Journal. The economists think that the Government's consumer price index, which rose at a 4.8% annual rate between July and August, will continue to climb at about that rate for the rest of 1966. The rate is more than three-and-a-half times the average annual 1.3% rise the index recorded between 1960 and 1965.

The Johnson Administration's plan to cool off the economy by suspending for 16 months both the 7% investment tax credit granted to business and accelerated depreciation allowances on buildings won't work, most of the corporate economists believe. They think the Administration in 1967 will be driven to an income-tax increase to fight inflation.

But even then "we're looking for a continued rise in inflation into mid-1967," says an economist for Clark Equipment Co., Buchanan, Mich., maker of construction machinery.

CHANGE IN THE PROBLEM?

A major reason for these forecasts: "We are in the midst of a very subtle change in the nature of inflation, from the type of inflation associated with excessive demand to a type associated with rising costs," says Daniel W. Hodes, economist for General Telephone & Electronics Corp. He and others believe that prices, which so far have been pushed up primarily by the pressure of strong demand on a U.S. industrial capacity that is severely strained, shortly will be pushed up by rising costs of labor and materials as well.

Labor cost increases so far have been largely offset by gains in productivity. A Government index of output per man-hour in the nonfarm economy rose during 1965 from 120% of the 1957–59 average to 124.6%, an average gain of over a percentage point a quarter.

But the rise has slowed in 1966. The Government index rose 0.9 point in the first quarter, then fell 0.5 in the second quarter.

Meanwhile, workers have seen their purchasing power eroded by rising living costs. Their unions have noted that manufacturers' after-tax profits in the second quarter were 5.9% of sales, the highest profit margin since 1950, according to Government figures.

Already, economists note, wage demands and settlements are rising. The Machinists Union settled its strike against major airlines for an increase far exceeding the Government's 3.2% "guidepost" for noninflationary boosts. A settlement between the Communications Workers and Western Electric Co. grants increases topping 5%. And many construction industry agreements have far exceeded the guideposts.

HARD TO RESIST

Next year such major unions as the United Auto Workers, the United Rubber Workers and the Teamsters negotiate major contracts. "The wage-price guideposts are obviously off, and with corporate profits as high as they are, unions are certainly going to press for big wage increases," says D. B. Kindler of Wheeling Steel Corp. An Air Transport Association economist adds that "with unemployment rates at such low levels, worker bargaining power is awfully strong."

So, economists fear, a combination of big wage boosts and small productivity gains will end a long period of stability in labor costs per unit of output. For manufacturers these costs in August were 99.7% of the 1957–59 average, Government figures show.

The business economists doubt that President Johnson's current program, which is designed largely to slow corporate capital spending will do much to curb even "demand-pull" inflation. They cite a National Industrial Conference Board survey indicating that suspension of the investment tax credit is unlikely to have much effect before late 1967 or 1968, as most companies are committed on expansion projects through next year. One company polled said the suspension would only "require us to borrow more money" to finance expansion, and thus "put more pressure on the tight money situation."

Economists see no sign of a cutback in Government spending to reduce demand pressures, either. Most look for defense outlays to rise throughout 1967, to a fourth-quarter rate roughly 10% higher than in the final 1966 quarter, and to more than cancel out any reduction in nondefense outlays the White House might effect.

"A MESSY SITUATION"

In this situation, without a tax boost to "reduce demand pressures, we might get into big trouble," says Avram V. Kisselgoff, economist for Allied Chemical Corp. "We're in a messy situation." Edwin W. Magee, Jr., partner in Mackay-Shields Economics, Inc., a consulting firm, says that "almost every company we talk to assumes that chances are better than 50–50 that there will be a tax increase."

Many business economists are so sure taxes will be raised that they are advising their companies to plan 1967 budgets on the assumption that the corporate income-tax rate will be 50% or higher, against the present 48%. This could mean, among other things, that profits available to finance capital spending would be reduced by higher taxes.

Companies getting such advice from their economists include Allied Chemical, Clark Equipment, Du Pont Co., Continental Can Co. and Boeing Co. Boeing already has a "contingency plan" to take a higher tax rate into account, says Manuel S. Rustia, a company economist. An economist for Clark Equipment says his company is planning on a 50% to 51% corporate income-tax rate in 1967, and is "reviewing all of our costs to try to offset the rise in material and labor costs that we're sure to have in the month immediately ahead."

Mr. MILLER. This article predicts what many economists have been forecasting regarding the trend of inflation, and their estimates that the Federal Government will not be reducing its spending, as a result of which inflation is likely to continue. The article indicates that these economists—and they are numbered among the leading economists of the Nation—do not believe that President Johnson's current program for meeting inflation will get the job done at all, and they believe that a tax increase will likely take place.

It further points out that members of the working class of our society are seeing the purchasing power of their earnings eroded away by inflation, and these economists expect another round of wage increases to be coming along sometime early next year, if not before.

SENATOR FULBRIGHT'S NBC INTERVIEW

Mr. McGOVERN. Mr. President, on last Sunday, the distinguished Senator

Report Urges States Accept Bigger Urban Problem Role

(L.C.) (MBS) Atl Journ 11-22-66

Washington Post News Service

WASHINGTON, Nov. 22 — A report compiled by a high-level study commission warns that states must take a bigger role in solving urban problems or the American federal system will be thrown out of kilter.

Cities are bypassing the states and going directly to Washington for help with their metropolitan problems, the report points out.

"Unless the states take a more active role," it warns, "The final result is likely to be a much wider assertion of direct federal action and control than either states or local governments or the people themselves would otherwise be willing to accept."

The report — "Metropolitan America: Challenge to Federalism" — draws on studies made over the last seven years by the bipartisan advisory commission on intergovernmental relations. Among its 26 members are governors, mayors, cabinet officers, congressmen, state legislators and county officials.

IN A PREFACE to the report, Vice President Hubert H. Humphrey emphasizes the need for a new "urban federalism" to pull together federal, state and local action to meet the needs of our urban society.

The nation's 212 metropolitan areas now are governed under a crazy-quilt of more than 18,000 governmental units — counties, townships, municipalities, school districts, special districts —the report notes.

"To meet the needs of a metropolitan age, it is essential to remove obstacles within the system of government itself," the study emphasizes.

These include jealous local governments that try to go it alone even though problems burst local boundaries.

"In urban America, good fences do not make good neighbors," the report declares.

The commission points to two avenues of reform: (1) metropolitan reorganization of local governments and (2) use of federal and state government powers and resources to cope with metropolitan area problems.

As for reorganization, the report examines such proposals as voluntary metropolitan councils; the urban county such as operates in Dade County, Fla.; limited-purpose districts such as the metropolitan water district of Southern California or the metropolitan St. Louis sewage system; annexation; city-county separation as in Virginia, and the federation-borough plan.

MANY OF THE commission's recommendations focus on strengthening state powers and breaking down disparities of race and income in metropolitan areas.

Among the recommendations are these:

—Support of the federal rent supplement program with parallel action by state and local governments to achieve a greater geographic dispersal of low-income housing.

—State legislation to provide a fairer spread of school money by recognizing in state-aid formulas that it costs more to educate disadvantaged children.

—State legislation to restrict the zoning power to large cities and to county governments to prevent small suburban units from blocking low-cost housing.

Senate hearing aims to encompass U.S. 'urban crisis'

By Richard L. Strout
Staff correspondent of The Christian Science Monitor

Washington

Seventy percent of all Americans live in cities and by century-end it will be 90 percent. Virtually every big city in the nation today frankly admits that it is bordering on a state of social, financial, and racial crisis.

That is the testimony which three Senators, Abraham A. Ribicoff (D) of Connecticut, and Robert F. Kennedy (D) and Jacob K. Javits (R) of New York, are currently exploring. Seven motion-picture cameras whir down on them in the big marble-walled Senate caucus room.

What the hearing will produce nobody knows. Washington is news-hungry, with President and Congress away, and Senator Ribicoff has a list of 50 widely varied witnesses. It began this week with David Rockefeller, president, Chase Manhattan Bank and will end Dec. 15 with the Rev. Dr. Martin Luther King, who has never before testified in Congress.

Since 73 percent of all Negroes now live in cities, according to Roy Wilkins, executive director of the National Association for the Advancement of Colored People, who testified this week, the racial situation almost inevitably comes to the front.

'Dialogue' sought

"I am trying to produce a national dialogue, a dialogue such as we're now having," said Chairman Ribicoff, a former member of the Kennedy Cabinet, as he questioned Mr. Wilkins. His queries were blunt but not unfriendly. Mr. Wilkins and his associate, Clarence Mitchell, answered in kind.

"It would be criminal to cut back welfare programs of the Great Society," Mr. Wilkins said at one point. "People say, 'But it's got to be cut back somewhere!' All right, I say, but don't cut people."

The Johnson administration attitude to the hearing is ambiguous, and many feel a vague hostility. Last summer similar hearings on the "crisis of the cities" brought inferential criticism of some administration programs. Now it may turn against reducing welfare expenditures.

Messrs. Ribicoff and Kennedy are a photogenic, liberal team who stir up controversy. The hearings begin slowly, like a big boat getting under way. Mr. Rockefeller, for example, outlined the help private enterprise might be expected to give slum clearance; he is all for private initiative but he acknowledges that for really low-cost housing government aid is necessary. After all, he said, banks require profits.

Mixed agency considered

One bold new concept is the possibility of creating a multibillion dollar agency, guaranteed by the government, funded by private and public investment, and operated by private corporations—in fact something like the Communications Satellite Corporation, only directed at city rehabilitation.

Will it work? Banker Rockefeller, whose Chase Manhattan operates 135 branch banks in New York City, seemed dubious. Messrs. Ribicoff and Javits, by contrast, are evidently interested in the Comsat-like approach.

City problems, in any case, are staggering. Washington is slowly beginning to appreciate that the 89th Congress put through more economic and social innovations than the nation can absorb for years. There is the possibility of a crisis of administration.

It is just as evident, on the other hand (as the Ribicoff witnesses underline), that the problems won't wait. Federalism itself is being strained. All of a sudden, everybody is talking about it.

Urban study cited

And a Senate subcommittee on Intergovernmental Relations under Sen. Edmund S. Muskie (D) of Maine just completed a three-year study which included the problems of federalism and the plight of the cities.

Some conclusions:

- State and local governments will this year spend $84 billions, an increase of 5¼ times in 20 years.
- By contrast federal expenditures, which many seem worried about, have been increasing far less rapidly. Compared to growth of total national output their ratio is shrinking.
- In five years, barring war or depression, state-local expenditures will be $120 billions, or $5 or $10 billions more than expected federal expenditures in 1971.
- Then there is the patchwork snarl of federal aid to the states. This has become almost unmanageable, witnesses say. It threatens breakdown even as the public is moving into cities, and the cities have next to unsoluble problems.
- The 89th Congress enacted 17 new school programs, 15 new economic development programs, 12 new programs for cities, 17 new resource development programs, 21 new health programs. How will these be administered? Will federalism work?
- Senator Muskie says state-local public employment has jumped to 8,000,000, while federal government, despite popular myths to the contrary, has declined by 100,000 in 20 years, though it has stood still at 2,600,000 recently.
- Senator Muskie attacks the caliber of state-local administrators. Some are fine.

Patronage often found

"Yet we found that too often they are not, mainly because of antiquated, patronage-oriented personnel systems which hinder the hiring and keeping of good people," he said.

The Ribicoff hearing is trying to bring problems like these down from the abstract into the concrete.

While cameras turned, shock-haired Robert F. Kennedy asked Mr. Wilkins if the possibility of "communicating" with intransigent ghetto Negroes isn't increasing? Mr. Wilkins said he had been booed off a Harlem platform. "They not only suspect whites but also Negroes who have risen."

"That's really grown in the last few years?" asked Mr. Kennedy.

"It's very difficult to tell the Negro community not to demonstrate because the white people don't like it," the witness answered.

"We can't gloss over violence," interjected Senator Ribicoff. "That and 'black power' really put the teeth of the nation on edge."

"Violence only erupts when conditions become intolerable for moderate men, or when it is inspired," said Mr. Wilkins.

The dialogue has begun and the problems are huge.

By Norman Matheny, staff photographer

Roy Wilkins

'It would be criminal to cut programs of the Great Socie executive director of the NAA

ON THE BEACH

Eoa – Gen

ON POVERTY OR CHAOS?

go forward for a bit to the

Atl Journ 4-7-67

Two Criticize War on Poverty

By RUDOLPH BURKE

NINTH DISTRICT Rep. Phil Landrum's call for maturity before expansion of the war on poverty underscores the program's indictment by Dr. Kenneth B. Clark, noted Negro psychologist and professor who is heading an independent, foundation-financed study of community action in several major cities.

Rep. Landrum, who was godfather of the plan in 1964 and is now a member of the Ways and Means Committee, says he can't support President Johnson's budget request for $2.08 billion for the Office of Economic Opportunity (OEO) — a proposed 25 per cent increase in the federal outlay.

"Much to my embarrassment, and that of the sponsors of the bill, the administration of the program has been so badly bungled in certain areas it has almost made our original critics look as though they were right," he said.

* * *

IN A SLASHING indictment on other counts, Dr. Clark has told a Senate subcommittee that the war on poverty's community action program has been a failure and may serve only to reinforce the dependency and powerlessness of the poor.

Dr. Clark said his study indicates:

—The poor have been used mainly for "window dressing" without any genuine involvement in the policymaking of local boards.

—Most programs end up with "social service welfare benevolence" substituted for genuine community action.

—The goal of community action seems to be the elimination of social chaos rather than the abolition of poverty.

"It (the government) has seemed more concerned to prevent hot summers and disruption of civic peace than to abolish the conditions of poverty," Dr. Clark told the subcommittee on employment, manpower and poverty headed by Sen. Joseph S. Clark, D-PA.

Labor, Commerce Merger Is Opposed

The Intl. Executive Board has formally voiced OCAW's opposition to President Johnson's recommendation that the U. S. Labor and Commerce departments be merged.

The Board, meeting in Denver Feb. 13-17, adopted a resolution pointing out that laboring people, "the largest single category of citizens . . . lack a proportionate share of influence" on government, and a merged department would inevitably be dominated by business.

The resolution:

"The Executive Board of Oil, Chemical and Atomic Workers Intl. Union opposes President Johnson's recommendation that the U. S. Department of Labor and the Department of Commerce be merged into a single department.

"Labor is entitled to its own department within the government. Laboring people, organized and unorganized, constitute the largest single category of citizens, but due to their lack of resources they lack a proportionate share of influence on governmental affairs. The pres-

merce are well represented in various departments, including not only the Department of Commerce, but also such departments as Interior.

"If the departments of Labor and Commerce should be combined, commercial influences inevitably would dominate the new department. Business interests, with their vast resources in money, manpower and political influence, would gradually and subtly take over policy of the combined department and labor interests would be relegated to a secondary role.

"The combined department likely would become an agency to channel and control labor-management affairs and, under business domination, this control undoubtedly would be contrary to the interests of working people.

"The Executive Board urges all officers and staff employes of the International union and all local unions to advise their representatives and senators of their opposition to the proposed merger."

Louise C. OCAW - March, 1967

State Chided for Wooing Low-Wage Industry

Does a community always gain when a company decides to build a factory in its area?

Not always, says the newspaper Asheville (N. C.) Citizen.

Not, the paper believes, if the plant pays starvation wages, provides few jobs for men and practically none for Negroes.

If this happens, the Citizen says, the community becomes a "wasteyard," and the paper pleads that the time to stop such practices is now.

North Carolina also attracts low-wage industries because it is one of the states that has a so-called right-to-work law which makes union organization difficult.

The Asheville Citizen editorial, entitled "Low-Wage Industries Stifle State Promise," follows:

•

It's a thrilling thing in a small community when a big industrial firm decides to build a multi-million dollar plant on the outskirts of town.

This means new jobs, a broadened tax base, a promise of prosperity. State industry-hunters exult, area newspapers hail the development, and editors praise it as a potential for economic emergence.

But is it?

Not always. In truth, seldom.

North Carolina's average industrial wage is the lowest in the nation. A recent study by the N.C. Fund indicates it's likely to remain that way.

Between 1960 and 1965, the NCF investigators found, more than two-thirds of the new jobs created by incoming industries paid less than the already pitiful average.

New money was pumped into the community pocketbook, but it was money seeking a cut-rate bargain.

There were, of course, exceptions. A fourth of the new industrial enterprises paid as much or more, than the prevailing wage rates. But three out of four paid less.

The majority of the new jobs went to women; few to men; practically none to Negroes.

Most of the jobs were in the wearing apparel, sewing trades industries. The better paying operations went elsewhere.

That is a question the leaders of North Carolina must examine and answer.

Have we become, as a low wage state, a dumping ground for low wage opportunists?

Do we welcome newcomers on the basis of investment, without assessing their potential worth in terms of economic improvement?

Are we courting the industrial scum?

Theoretically, the acquisition of any industry — whatever its wage scale — does enhance the economic stability of a community — at least temporarily. But a labor supply dried up by the low wage operations will hardly induce more profitable investors.

North Carolina, and especially western North Carolina, is admirably suited to development by the smaller, more sophisticated, better paying enterprises in such fields as electronics, chemicals, technological research. It's high time state industry hunters started to concentrate on quality instead of mere quantity.

This is valuable earth in Tarheelia; it ought not to become a wasteyard for the nation's garment factories. The time to stop it is now. Or maybe yesterday.

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For further information contact: Fred Stoffel

For release Sunday, March 12

The Education Commission of the States, only a year and one-half old, suddenly found itself last week in the role of referee between the Federal Government and the 39 state governments which support it.

It found itself as a referee who must blow the whistle before the foul or the knockout ...a referee who in actuality must provide leadership, as well.

At its quarterly meeting in San Francisco, the Steering Committee of the Commission heard from 3 top officials of the U.S. Office of Education. Then the fireworks started.

Many of the Steering Committee members, including three governors, started attacking Federal programs because they by-passed the states. They also criticized the fact that the Federal Government is giving categorical rather than general aid in education. Very simply, they want the Federal Government to give the states a flat sum and let the states decide how it is to be spent.

The Federal officials made it clear that they would like nothing better than to work through the states. But in many cases, they hinted some states were simply not strong enough and their agencies well staffed enough to adequately handle the Federal money already being given them for education, much less handle new programs.

They reminded the critics from the states that the Federal Government has to have some assurance that the money it gives out for education improvement is spent for the purposes it was appropriated. Categorical aid is the easiest way, at present, to get this insurance.

But Wayne Reed, Associate Commissioner for Federal-State Relations in the U.S. Office of Education, left the door open for general aid in the future if state agencies are strengthened when he said, "Well, it may be that the American people now find the restrictive effects of categorical aid too much to bear. If that is so, perhaps the next stage in the evolution of Federal aid to education will be general aid. Many voices from many quarters are calling now for general aid--some of them the very same voices that once spoke against it. Commissioner Howe, last month told the American Association of School Administrators (even as he explained and defended the philosophy of categorical aid) that 'the Office of Education hopes and believes that general aid will become recognized as necessary, wise and possible.'"

This is where the Education Commission of the States comes in as both the moderator between the states and the Federal Government and the catalyst for state improvement. It was created to strengthen state governments' leadership role in education. It is sponsored by the states themselves, and if the quarterly meeting did nothing else, it made it clear to the more than 100 persons assembled that if the states can succeed in its role, there will be:

- More Federal aid to education with less strings attached.
- More general aid rather than categorical aid.
- A real partnership in the true sense between the Federal Government and the states with the states as the senior partner in providing leadership in education.

It also became obvious that both the Federal Government and the states are looking forward to less carping and more working together in the future.

The key to this new relationship seems to be the strengthening of state departments of education, since most of the Federal education money is going into elementary-secondary levels. Under Title V of the Elementary-Secondary Act, hundreds of thousands of Federal dollars have been spent to strengthen these departments. The Commission itself has now set this as one of <u>its</u> chief goals.

As Wayne Reed said, "These are the agencies responsible for underwriting quality and equity in the public schools, and the sonner they are able to give the leadership that responsibility calls for, the more they hasten the day of general aid."

The task of the Commission at this point then seems to be clear:

- It must do everything it can to strengthen every agency in each state government connected with education.
- It must try and get both high state and high Federal officials to quit attacking each other verbally and start solving the problems which are the basis for the attacks.

The role of the referee has never been a popular one. If this neophyte organization can act both as the conscience of the states and moderator between the states and Federal Government, it will have fulfilled its reason for being well.

1

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LOUISE COLE
FROM
PAT WATTERS

For further information contact: Fred Stoffel

FOR IMMEDIATE RELEASE

SAN FRANCISCO, March 7-- What should the relation be between the states and the Federal Government concerning Education?

That was the central question of the two-day Steering Committee session--which ended today--of the Education Commission of the States.

Three officials from the U.S. Office of Education explained their operations at the initial session of the committee, then fielded questions and comments--primarily from governors--on why they operated as they did, offering specific programs to solve specific educational problems and sometimes bypassing the state governments and dealing directly with local educational agencies.

Wayne Reed, Associate Commissioner of Education for federal-state relations, explained that specific grants had been used by Congress to avoid criticism that it was taking over education. But now, Reed said, the criticism has moved 180 degrees. Now, he said, educators feel that grants to solve specific problems are too rigid. They are now asking no-strings grants which would allow them to use the money as they see fit.

Reed also recognized a problem in the way some federal programs bypass state governments, but pointed out that the states are being involved to the maximum degree possible, even though this did not include actual administration of federal programs within their states.

He said he foresaw a time--not in the very near future--when the Federal Government would make no-strings block grants to the states or offer them tax rebates.

At present, he said, the Federal Government is recognizing that problems exist in some state departments of education and is helping states--through Title V of the Elementary and Secondary Education Act of 1965, gear up to better meet the educational problems within their states.

Reed suggested that the Education Commission might apply--if the Education Professions Act of 1967 gets through--for money with which to hold seminars for bringing Commissioners up-to-date on education.

And Charles Zellers, Deputy Associate Commissioner for Elementary and Secondary Education, suggested the Commission might also want to consider providing technical and consultative help to state education agencies using federal funds under Title V of the Elementary and Secondary Education Act, and developing plans toraccredit state education agencies as a means of helping them improve their operations and administration.

-more-

In the afternoon, criticisms of Federal education policy continued. Senator Richard Webster (R-Mo.) charged that there was not sufficient notice of Federal programs to allow the states to gear up for their operation. At one point, he said, "we had just completed a study of the state's education program when, suddenly, there were many more programs. Suddenly, we were understaffed."

Dr. Andrew Holt, president of the University of Tennessee, said that states themselves were to blame for many of their problems. For one thing, he said, the chief state school officer--the head of the state department of education--typically is tremendously underpaid. "The chief state school officer is the leader of education," Holt said. "We should expect to pay him a salary competitive with what the job demands. His job is as important as that of the president of any university."

In other actions the Commission:

- Heard a plea for it to develop a bill of educational rights. Dr. Leon P. Minear, State Superintendent of Public Instruction in Oregon said: "For too long, school administrators have been concerned with budgets, bonds, and buses." Now, he said, education must gain its freedom from rigid, institutionalized and outmoded practices. "What is needed is a new concept of the school."

- Heard a prediction that by the end of the year, the Commission's study group on elementary and secondary school finance would produce a handbook by which interested citizens could judge the efforts of their schools.

- Heard a report that membership in the Commission since the first of the year has climbed from 38 to 39 states (with the addition of Indiana) and that expected membership by the end of the year would stand at least at 45.

- Approved steering committee meetings for the rest of the year: May 7 in Denver, Colorado; September 29-30 in Boston, Mass.; and December 7-8 in Hawaii.

- Approved soffering non-voting membership as Commissioners to representatives chosen by the American Association of Junior Colleges, American Association of University Professors, National School Boards Association, Association of State Colleges and Universities, National Congress of Parents and Teachers, Department of Classroom Teachers (of the National Education Association), American Federation of Teachers, American Association of School Administrators, Association of Governing Boards of Universities and Colleges, and National Association of Independent Schools, Inc.

1.

what you — you State Officials — can do for your people

State governments in the South have long been concerned about the development of their resources and the conservation of all that is productive within their boundaries. The most important resource in the South is its people. We invite the southern states, therefore, to take a closer look at the full extent of their human resources and the wide reach which their conservation and development efforts could take.

The chief reason for southern states to look more closely at the human resources of the region is, of course, that the economy of the South is underdeveloped despite improvements in some areas. still lags behind that of the rest of the nation. In 1964, average per capita personal income in the South was $1,909 as compared to $2,550 in the U. S. as a whole. Of the ten states which ranked lowest in per capita income, nine were southern states. None of the southern states exceeded or equalled the 1965 national gross average weekly earnings of factory production workers of $107.53. The South, with slightly over 20% of the nation's population in 1964, accounted for 33% of the nation's farm employment and only 17% of the nation's manufacturing employment. Figures for 1962 show that almost 44% of all the poor in the nation lived in the South. Also in 1962 almost a third of the families in the South lived in poverty, compared to an eighth of the families in the Northeast, a sixth in the north central region, and a seventh in the West. ~~Obviously any~~ new industrial employment that has ~~occurred has~~ not been enough to meet the needs of the region's labor force and has not provided the desired stimulus to incomes.

see p. 8 & p. 13 in Inter-Govt. Relations in the Poverty Programs.

The South is an area which has specialized heavily in agriculture and mining--both noted for slow growth. In addition, within agriculture, the South has tended to specialize in forage, tobacco, and cotton, which are slow-growth sectors of agriculture. In manufacturing, the area has tended to specialize in nondurable goods or the processing sectors which are the slow-growth sectors of manufacturing. The result is that the South has too many low-productivity, low-wage industries; and in relying on the inducements of cheap labor, low taxes, and various forms of subsidy,

peasant line

now add a fuller paragraph

including tax exemptions, the region has tended to attract only more of this same kind of industry.

Most serious of all in its consequences for the southern economy has been the practice of preventing virtually all of the 20.6% of the South's population who are Negroes from taking any creative part in the economic life of the region. The relatively small amount of new industrial employment has to a large degree excluded the Negro population migrating out of agriculture. The result is that Negroes continue to be those people most deeply entrenched in the cycle of poverty and are, thus, least able to help their communities. Figures for 1962 show that 60.6% of the South's Negro families earned less than $3,000 a year, compared with 25.2% of the South's white families. This disparity is equally evident in the figures for individuals, not living ~~rather than families:~~ in families 73.1% of Negro southerners earned less than $1,500 a year, compared with 48.7% of white southerners. These figures are especially serious for those seven southern states that have a Negro population ranging from 22 to 42%.

~~It would seem that~~ the way for the South to gain a larger share in the growth of the nation's economy is to stop specializing in slow-growth industries and improve its competitive advantage in the rapid-growth industries. Rapid-growth industries, like electronics and communications, are not, however, interested in cheap labor. They need highly trained labor, and they are willing to pay high wages to get it. Highly trained labor in the South is scarce. Only 35.3% of persons 25 years old and over have completed 4 years of high school or more. The percentage of such persons for the U. S. as a whole is 41.1, and the northeast, north central, and western sections of the country either equal or exceed the national percentage.

Within the South, ~~once again, custom has forced~~ the Negro population ~~to be~~ is the least able to share in the responsibility for upgrading the labor force. Of Negro southerners 25 years old and over, only 8.9% have completed 4 years of high school. The percentage for the white population is 22.7%. ~~This lack of schooling is bad enough,~~ but at a time when college educations

are becoming necessities, it is even worse that only 2.9% of Negro southerners 25 years old and over have completed 1 to 3 years of college, compared with ~~an all too~~ a meager 9.1% of the white population.

To attract skilled workers, technicians, engineers, and managers, the South needs educational and cultural facilities of quality. These facilities provide the stimulus for the technological innovation upon which the rapid-growth industries seem to thrive. Many of these industries, therefore, tend to be less heavily oriented in a cost sense to major inputs or markets and more likely to consider the general educational plant of a region--a less tangible but equally vital resource. A figure which only begins to measure the general educational plant of a region is elementary and secondary school expenditure per pupil. Of the 14 states which ranked lowest in per pupil expenditure for 1964-65, 10 were southern states.

It is clear that in per capita income, ~~concentration of~~ poverty, ratio of employment in agriculture and manufacturing, ratio of slow-growth to rapid-growth industries, general educational achievement, and community facilities, the South displays a poor record. For the Negro population, this record is even grimmer. The cumulative disadvantages from specializing in low-wage, slow-growth industries and failing to develop available human resources are of such proportions that the South cannot afford to be idle. It is in no position to overlook any steps that sound like the logical ones for attracting rapid-growth industries. It is admittedly difficult to determine the exact reasoning that leads a firm to locate in one place rather than another, but all other things being equal, a healthy firm is more likely to prefer an attractive community of educated citizens than an ugly community of low taxes and ignorance. The same steps that attract rapid-growth industries also increase the South's chance of developing its own corps of managerial and technical talent that could actually contribute something new to the national economy. This development of talent will

place the South on the technological frontiers where the growth of the national economy is taking place.

Southern state governments can choose to adopt and implement policies that will create attractive communities of educated citizens. If they do not, their inaction has far more serious consequences than it could have at any other time. Why is this?

State governments are existing at a time when the services, both public and private, sought by the citizens of this country are being performed with the use of increasingly specialized tools. This narrowing of activity brings increased efficiency, but it also increases the dependency of one person upon thousands of other persons, of one business firm upon thousands of other firms, of one agency at one level of government upon thousands of other agencies at other levels of government. This interdependency is what we mean when we say our society is complex. Because of this intense interdependency, a seemingly innocent decision taken in one business firm or government agency has a profound effect on other business firms or government agencies. The decision may have been just the signal needed to make a particular program possible, or it may have thwarted the program completely.

For example, a state may authorize the construction of a highway which will cut through an area ideally suited for low-cost public housing. Using its power over public finance, a state may prevent its central cities from expanding their sources of revenue to meet new demands on their budgets. Thus, as a policy-maker sifts through the data necessary to make a decision, it becomes important for him to recognize as relevant certain information which at one time he may not have considered at all.

not clear

Added to this complexity is the fact that our society is changing at an accelerating rate of speed. With each sector in our economy so dependent on other sectors, the need becomes great for countless adjustments to be made so that each sector will be changing at as nearly the same rate of speed as the other sectors. Unfortunately, our society can be most often

irrelevant

characterized by the uneven rate of change of its various parts. Side by side stand the tools for creating a society of abundance and the millions who do not know how to use them and who daily become more and more a group of outsiders forever unable to catch up. Those people who do have educations are living in a region whose rate of industrial employment has been insufficient to absorb them.

If this is an accurate interpretation of our society, it is easy to see that each action or lack of action, because of its possible repercussions, carries with it a larger responsibility. State constitutions and statutes authorize or prohibit numerous actions which, taken together, illustrate the tremendous responsibility of the states for the welfare of their citizens. No set of departments and agencies probably has a greater impact on the daily lives of Americans, Since the end of World War II, state and local governments have increased their expenditures and their functions at a far faster rate than the federal government has expanded its non-war budget and activities. It is clear, therefore, that state governments occupy a key position in reducing the friction caused by an uneven rate of change.

This friction refers mainly to the helpless position of under-educated, under-housed, under-employed, under-legally-protected people living in a highly technical, competitive society that is in a rush. State governments have the formidable task of keeping at least a step ahead of this rush in order to retrieve these people from their dead-end lives and give them reasons to respect themselves and society. ¶ Since there is more poor education and housing, more underemployment or complete lack of employment, and more violation of the right to equal protection of the law among the Negro population than among the white, any state program for human resource development that excludes the Negro population is bound to fail. And state politicians will be increasingly liable to fail at the polls if they ignore the changing power base in their constituencies due to reapportionment and the growing numbers of Negro voters.

Thus, it is not only economically sound but politically wise for southern state governments to take the actions they are capable of taking to end the custom of excluding Negroes from any opportunity to advance themselves. ¶ Furthermore, they are the logical units of government to end racial discrimination. They are the units through which the Federal government in the end must operate, and they are the units which set the limits on what counties, cities, and special districts can do. They also are the units which can attune themselves most keenly to the stresses of urbanization. This kind of pivotal position is the natural place to look for action.

Basically, of course, state government action is appropriate because changing the pattern of racial discrimination is essentially a state and local matter. Where is a new employment policy announced? Where is a door opened to a previously restricted neighborhood? Where are police hired? Where do school boards convene to decide how far above state-prescribed minimum standards they want to go?

Most important, where do people look for an example of fair practice or a glaring evasion of it? Their governments. And the immediacy of a state government makes it a powerful educative force. A declaration by a state government of its intention to take the necessary steps to end racial discrimination and thereby develop all its human resources would be a statement of uncountable value in setting the tone for the future. The sooner a state government takes such steps the better, for time has a way of compounding economic and social problems so that later action is always more expensive.

A word about the present expense of leaving the human resources of the region untapped. State governments cannot measure this expense simply in terms of the loss of practically all the productive capacities of poorly educated people who in a thousand ways, are made to feel there is no place for them. State governments in addition have to channel off too large a portion of their scarce revenue just to keep these kinds of people alive on welfare or confined in prisons, reformatories, homes

for the retarded, or mental hospitals.

MEMO

from the desk of

A policy of disc. ~~means~~ the continuation of ~~a poor economy. In addition, the state~~ ~~pol'n will be hurting himself directly~~ It also endangers the state pol'n ~~personally~~ is chasing at the polls, for in order to be successful, he will have to compete for the growing no's of Negro votes.

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~~created~~

7.b. This kind of expenditure

~~pays~~ has paid hardly any return.

1. ~~What is the getting for all this waste?~~
~~Where are these wasted people~~
~~living?~~ Where does all this waste go? More & more of the pop. are moving
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~~areas, & they are liabilities~~
~~in the cities~~ ~~City govts~~
~~are finding it increasingly~~
~~difficult to find the revenue~~
~~to take care~~ These ~~city~~
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within the city boundaries.
Thus, cities are constantly in
financial difficulties
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Since they cannot afford decent housing, they ~~find~~ ~~themselves~~ ~~within the older parts~~ ~~of a city.~~ ~~some spa~~ manage to find space in the older ~~parts of the cities~~ city proper.

The result is that the majority of the pop. living within the city boundaries are people who have very little ~~extremely no~~ earning power & therefore, ~~no~~ very little tax-paying power. ~~either.~~ ~~Thus~~ Thus, cities are finding it ~~increasingly~~ harder & harder to finance themselves.

Thus, cities are less and less able to finance themselves. They offer the services ~~that the cities~~ ~~the~~ suburban to everyone, including ~~the~~ ~~travellers~~, become less & less adequate, and the idea of a city as something ~~worthwhile~~ to enjoy ~~& drops~~ ~~as a community~~ out of sight, disappears.

Why is the South underdeveloped? This is not a simple question, but it is possible to point out those characteristics of the region that seem most important in explaining its present condition. ~~The South started out specializing heavily in agriculture & has continued to do so.~~ The S. is an area which has specialized heavily in agriculture. ~~Most of the income from farming agriculture, as it developed in the South, the kind of agriculture that dev. in the South are very much lower than the incomes from other kinds of employment. The products of S. agriculture, eg tobacco & cotton,~~

The kind of agriculture that developed relied on large no's of unskilled workers, who earned very little income. The availability of these workers tended to perpetuate the kind of agriculture that could use them, and this, in turn, meant that very few alternative kinds of employment developed. Most of the population remained unskilled and low-paid, & their agriculture became increasingly inefficient.

~~It is not surprising that the kind of manufacturing~~

It is this kind of population that has had to support manufacturing in the South. ~~A surplus of unskilled labor~~ has meant the same cycle of downward ~~underdevelopment~~ in industry that occurred in agriculture.

In order to take advantage of new agricultural techniques, many farm operators have ~~combined~~ merged their holdings with those of others, they have diversified their products and are ~~producing them more efficiently.~~ using more efficient methods. Since these methods ~~do not require many workers~~ are machine-intensive rather than labor-intensive, the farm worker has ~~gone from bad to worse.~~ lost his job & has no training for any other kind. ~~He is still unskilled & now has no way to earn a living.~~

Put examples.

State governments in the S. have always been concerned with their natural resources and the conservation of all ~~the physical~~ that is good (productive) within their boundaries. We invite the states to take a closer look at the full extent of their resources and the wide reach which their conservation and development efforts could take.

~~THIXXXXXXXXXXXXXXXX~~

1a. Why should states bother with new programs for conservation and economic and social develop? ec. comparisons

This examination is necessary for several reasons. First of all, it has always been good practice ~~for governments~~ to consider the effects on the future of present policy decisions, ~~but~~ today such consideration is even more necessary. ~~Stated simply~~, state governments are existing at a time when the activities, both public and private, sought by the citizens of this country are being performed with the use of increasingly specialized tools. This narrowing of activity brings increased efficiency, but it also increases the dependency of one person upon thousands of other persons, of one business firm upon thousands of other firms, of one agency at one level of government upon thousands of other agencies at other levels of government. ~~Thus~~, our society is ~~commonly characterized as~~ complex. Because of this intense interdependency, a seemingly innocent decision ~~taken at one point in our society~~ has a profound effect at several ~~other points~~. The effect may be good in that it was the crucial ingredient in a particular ~~undertaking~~ program, or the effect may thwart the ~~undertaking~~ program completely. As a policy-maker sifts through the data necessary to make a decision, it becomes important for him to recognize as relevant certain information which at one time he may not have considered at all.

Why?

the governmental structure

this interdependency is what we mean when we say

in one business firm or government agency or one household

on other business firms or government agencies or households

e.g. state wants authority made juris. dictum.

cross-purposes

Added to this state of affairs is the fact that our society is changing at an accelerating rate of speed. With each sector in our economy so dependent on other sectors, the need becomes great for countless adjustments to be made so that each sector will be changing at as nearly the same rate of speed as the other sectors. Unfortunately, our society can be most often characterized by the uneven ~~rate of change~~ of its various parts. Side by side ~~are~~ stand the tools for creating a society of abundance and the millions who do not know how to use them and who daily become

One government decision affects many other governments.

But the other governments are making decisions too.

How can the different governments or different businesses keep up with each other?

19 highway & beautification

added to this complexity, ~~complication in relationships~~

needed to make ~~may have made~~ been just the signal a part. program possible or it may have thru the program completely.

state gov'ts. ~~approve~~ ~~Commended~~ approved the practice of.
have always

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eg. A state may authorize the construction of a highway which will ~~pass~~ cut through an area ideally suited for low-cost public housing. ~~On this construction may conflict directly with the state's effort at beautification.~~ Using its power over public finance, a state may prevent its central cities from ~~acquiring needed~~ spending their sources of revenue. ~~as well as~~ ~~needs arai~~ to meet new demands on their budgets.

more and more a group of outsiders forever unable to catch up.

If this is an accurate interpretation of our society, it is easy to see that each action or lack of action, because of its possible repercussions, carries with it a larger responsibility. State constitutions & statutes authorize or prohibit numerous actions which, taken together, illustrate the tremendous responsibility of the states for the welfare of their citizens. No set of departments and agencies probably has a greater impact on the daily lives of Americans. → explain (see Prentice-Hall) p. 114 - (below) It is clear, therefore, that state governments can pull together health, education, highway programs to benefit everyone. If states would only realize how much they can do. Look at how much state spend, they did: as more than the Federal government, if you subtract defense budgets and foreign aid, occupy a key position in reducing the friction caused by an uneven rate of change. Their acknowledgment and acceptance of this position is crucial to the development of the southern region.

c) Surplus commodity program.

Since the end of W. W. II, state + local gov't's have increased their expenditures & their functions at a far faster rate than the fed. gov't. has expanded its non-war budget & activities. (fn. - Prentice Hall, pp - 21-23, 114).

3. ~~What are~~ the principal building blocks of ec. dev. ? The answer are people with

We have suggested that

The kinds of people who can assure economic development are those with the appropriate knowledge and training. Each person has to acquire the skills that allow him to hold a job in that sector of our economy which is growing and to keep up-to-date as the demands of his job change. But every individual ~~will have been~~ feels cheated if his educational experience does not also make him aware of himself as feel like an active member of society, able to do his part in controlling his own future and able to call this country his own. Active, educated, hopeful people develop a state. Any other kind is a drag on the economy. A state loses practically all the productive capacities of poorly educated people who feel there is no place for them, and state governments have to channel off huge portions of scarce revenue just to keep these kinds of people alive, or confined in ~~penal institutions of one sort or another.~~ 1. on welfare 2. reformatories, or prisons. 3. homes for the retarded or 4. mental hospitals.

Along with this bulk of ruined humanity are the materially more fortunate citizens of a state, who have to live with this constant reminder of their own basic dishonesty. If no one acts to reverse the cycle of poverty, people try to forget it, and the eating away of moral fiber that follows can empty this country of anyone capable of enjoying the very real achievements of our civilization. And, after all, is this enjoyment not the end that lies behind economic development?

Those people most deeply entrenched in the cycle of poverty are Negroes. In the South, they are 20-40% of the population. If southern state governments have a real interest in avoiding waste--of time, money, and people--they must take the actions they are capable of taking to end the custom of excluding Negroes from any opportunity to advance themselves.

See p. 75 of Kaysen

Not only do state governments have this responsibility; they are the logical units of government to end racial discrimination. They are the units through which the Federal government in the end must operate, and they are the units which set the limits on what counties, cities, and special districts can do. This kind of pivotal position is the natural place to look for leadership.

They also are the units which ~~could~~ can attune themselves most freely to the stresses of urbanization. ~~for controlling this process of urbanization~~ ~~provide the most~~ creative ~~policies~~.

Another reason for state government action is that changing the pattern of racial discrimination is essentially a state and local matter. Where is a new employment policy announced? Where is a door opened to a previously restricted neighborhood? Where are police hired? Where do school boards convene to ~~set school district boundaries?~~ decide how far above state-prescribed minimum standards they want to go?

Most important, where do people look for an example of fair practice or a glaring evasion of it? Their governments. And the immediacy of a state government makes it a powerful educative force. A declaration by a state government of its intention to take the necessary steps to end racial discrimination and thereby develop all its human resources would be a statement of uncountable value in setting the tone for the future.

~~Suggested~~

The following are suggestions of the kinds of steps the states can take.

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Leadership.

problems of the So. - problems of the Negro.
∴ if you attack problems of the Negro, you also attack the problems of the So.

~~The citizens of a~~ State ~~elect~~ govts. are elected to take care of the ~~things~~ Negro problems that their citizens don't have the time or the expertise to do. ~~Elect~~ As leaders of their states, can show that ~~Elected~~ State ~~Govt.~~ officials ~~as leaders of their communities, are~~ who are leaders of their people are supposed to anticipate the problems their states may face and arrange to meet them. They have in their power the means to show ~~bourgeoi~~ their constituencies that ~~the~~ to improve the lot of the South means to improve the position of the Negro.

Ho.

& they are willing to pay high wages to get it.

are not interested in cheap labor.

ranging from 22 to 42%.

It would seem that the way for the South to gain a larger share in the growth of the nation's economy is to stop specializing in slow-growth industries and improve its competitive advantage in the rapid-growth industries. The rapid-growth industries, however, They need highly trained (educated) labor, ~~and~~ highly trained labor in the South is scarce. Only 35.3% of persons 25 years old and over have completed 4 years of high school or more. The percentage of such persons for the U. S. as a whole is 41.1, and the northeast, north central, and western sections of the country either equal or exceed the national percentage.

Within the South, once again, custom has forced the Negro population to be the least able to share in the responsibility for upgrading the labor force. Of white persons 25 years old and over in the South, 9.1% have completed 1 to 3 years of college. The percentage for the Negro population is a meager 2.9%.

To attract skilled workers, technicians, engineers, and managers, the South needs educational and cultural facilities of quality. These facilities provide the stimulus for the technological innovation upon which the rapid-growth industries seem to thrive. Many of these industries, therefore, tend to be less heavily oriented in a cost sense to major inputs or markets and more likely to consider ~~these kinds of intangible but equally vital resources.~~ the general educational plant of a region — a less tangible but equally vital resource.

A figure which only begins to measure the general ed. plant of a region is elem. + secondary school expenditure per pupil.

Of the 14 states which ranked lowest in per pupil expend. for 1964-65, 10 were southern states. (AFL-CIO, Ed. in 50 states) p. 4 + 5.

~~Their skilled workers, technicians, engineers, + managers are over likely to be more interested than other types of labor in the co-op cul.~~

~~###~~ State govt's can choose to take this initiative. ~~to When they do~~ If they do not, ~~they are likely liable to~~ their inaction has far more serious consequences than it could have at any other time. Why is this?

State govt's are rejecting — — —

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The rapid-growth industries, however, need skilled labor, and skilled labor is scarce in the South. And to attract skilled labor ~~to the Southern region~~, the South needs attractive community facilities. The South doesn't have many attractive community facilities either. So

It is ad . . . .

But the South is at a disadvantage: Not only - lags - slow-ind, but the South needs - rapid - gr. To get the rapid-gr, the South needs skill-and-ed & cult.

lags slow-ind need rapid-gr → skill ed & cult

(4) It is admittedly difficult to determine the exact reasoning that leads a firm to locate in one place rather than another, but this very uncertainty, however, is all the more reason why the South should take all the logical steps ~~that sound logical~~

In an uncertain position, however, it is best (wise) not to take unnecessary chances. If ~~the~~ Southern state govt's. wants an improved economy for the region, they must take the logical steps

When the South

On uncertain ground, however, it is always wise to make the best of that which ~~is~~ controll~~able~~ed can be

? Yet this ~~lack of knowledge~~ uncertainty need not prevent the South from creating a desirable environment

does not mean that there is nothing a region can do (if it wants) to attract certain kinds of industry.

All other things being equal, ~~to~~ a firm is more likely to prefer an ~~it is better to~~ ~~have attractive~~ communities of educated citizens than an ugly communities of ignorance. to ##

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(1.) It is clear that in

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1. Per capita income,
~~farm non-farm inc~~
4. ratio of employment in agric. & manuf.,
2 concentration of poverty,
3. ec. ~~con~~ & ed. level of the Negro pop.
6. general educational achievement ~~(attainment)~~, &
7. community facilities

5. ratio of slow-growth to rapid-growth ind.

The South ~~does not measure up.~~
displays a poor record.

State, who publicly ~~award~~ ~~approve~~ ~~state~~ ~~approve~~ ~~of~~ policies ~~for~~ helping the poor help themselves

pay homage to democracy

by approving representation of the poor, in ~~their~~ anti-poverty ~~programs~~ programs, the lies the exception rather than the rule. So the poor, esp. Negroes, ~~become more alienated, their condition~~ respond by becoming poorer & more alienated, and the wealthier citizens have to live with this constant reminder of their own basic dishonesty. Since living with dishonesty ~~with this reminder~~ is uncomfortable, ~~so~~ people ~~alongside the poor & alienated~~ try to forget ~~them~~ the ~~source of their discomfort~~, and the eating away - - - - ment?

the fact that they ~~wants~~ do not mean what they say &

The chief reason for state to look~~ing~~ more closely at the economic possibilities of the southern region is, of course, that the economy of the South lags behind that of the rest of the nation. In 1964, average per capita personal income in the South was $1,909 as compared to $2,550 in the U. S. as a whole. Of the ten states which ranked lowest in per capita income, nine were southern states. None of the southern states equalled or exceeded the 1965 national gross average weekly earnings of factory production workers of $107.53. The South, ~~which~~ with ~~contained~~ slightly over 20% of the nation's population in 1964, ~~accounted~~ for 33% of the nation's farm employment and only 17% of the nation"s manufacturing employment. ~~1962~~ figures for 1962 show ~~indicate~~ that almost 44% of all the poor in the nation lived in the South, also in 1962, ~~that same year~~ almost ~~a~~ one-third of the South's families ~~in the South~~ lived in poverty, compared to ~~about~~ one-eighth of the families in the Northeast, one-sixth in the north central region, and one-seventh in the West. 2nd II

These ~~statistics~~ facts without exception suggest that the South has been ~~is~~ the dominant slow-growth region in the nation. It is an area which has specialized heavily in agriculture and mining--both slow-growing industries. In addition, within agriculture, the South has tended to specialize in forage, tobacco, and cotton, which are slow-growth sectors of agriculture. In manufacturing, the area has tended to specialize in nondurable goods or the processing sectors which are the slow-growth sectors of manufacturing.

It would seem that the way for the South to gain a larger share in the growth of the nation's economy is to improve its competitive advantage in the rapid-growth industries. Rapid-growth industries, however, need highly trained and sophisticated labor. Their skilled workers, technicians, engineers, and managers are likely to be more interested than other types of labor in the educational and cultural facilities and community attitudes of an area. It is admittedly difficult to determine the exact reasoning that leads a firm to locate in one place rather than another. But when a region has as much undeveloped manpower and other resources as the South has, it is wise to take every initiative possible to make that region attractive to the more substantial income-revenue-producing industries.

(1)

(2)

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* Negro Pop., By County, 1960 + 1950, US Dept of Commerce, Bureau of the Census. p. 2

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And most serious of all in its consequences for the so. ec. ~~is~~ the practice of ~~excluding~~ the ~~76 to 70~~ 20.6 %* of the South's pop. has been preventing ~~that,~~ who are Negroes from taking any creative part in the economic life of the region. Instead of being in a position to help ~~to help~~ ~~and,~~ their communities, Negroes are those ~~most~~ people most deeply entrenched in the cycle of poverty. forced to pull the entire economy down by being

~~60.6~~ Figures for 1962 show that ~~population~~ families in the South ~~were~~ ~~earning~~ earned 60.6% of the Negro less than $3,000 a year, compared to 25.2% of the white families in the South. This disparity is equally evident in the figures for unattached individuals: 73.1% of southern Negroes earned less than $1,500 a year, compared to 48.7% of southern whites. (p. 75, 76 of Kupferling)

These figures ~~tell~~ reveal even more about the ec. plight of these seven so. states ~~that contain~~ that have with a Negro pop ranging from 22 to 42%. ~~of the total~~ their total pop's.

Louise hasn't done her homework

OUTLINE

I South in bad shape

II Negroes been left out

III What can States do?

lagging econ – extra lag (underemployed negroes)
slow grow rnd
need raised grow rnd
need skill – extra skill (education of negroes)
need ed & cult
taking a chance
summary

South is poor
~~Why~~ South is ~~really~~ poor
Negroes pull down economy
by not makin' much

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is to stop specializing in slow-growth industries and improve its competitive advantage in the rapid-growth industries. The r.-g. industries, however, need highly trained (educated) labor, & Highly trained labor is scarce in the South. Only 35.3 % of persons 25 years old & over have completed 4 years of high school or more. The percentage of such persons for the U.S. as a whole is 41.1, and the northeast, north central, & western sections of the country either equal or exceed ~~this~~ the national percentage. (PC(1)-1C).

Within the South, once again, custom has ~~not~~ forced ~~allowed~~ the Negro pop. to be the least able to share in the responsibility for upgrading the labor force.

~~Of white persons~~ Use 25 years old & over in the South, 9.1% have completed 1 to 3 years of college. The percentage for the Negro population is a meager 2.9%.

~~The personnel of rapid-growth industries~~

To attract skilled workers, technicians, engineers, and managers, the South needs ~~quality~~ educational and cultural facilities of quality. (Many of these ~~rapid-growth~~ (over) These " ~~are~~ provide the ~~said~~ stimulus for the technological innovation upon which the rapid-growth industries seem to thrive. (over)

memo
date

To: State Coordinator
Office of Equal Health Opportunity

From: Louis Cole
Research Associate

I attended the briefing session held in Atlanta on Oct. 20th regarding Title VI of the 1964 Civil Rights Act & Nursing Homes. In case you may wish to contact the executive director of your state's human relations council, I am pleased to send you the following address:

Enclosed is a copy of the memo to this director. ~~industries, therefore~~ tend to be less heavily oriented in a cost sense to major inputs & or markets & more likely to consider ~~the kinds of amenities that an area can supply offer.~~ (p. 13 of Dunn) these kinds of intangible but equally vital resources. ~~of an area.~~

Ark. - 21.8
La. - 31.9
N.C. - 24.5
S.C. - 34.8
Ga. - 28.5
Ala. - 30.0
Miss. - 42.0

p. 27 Negro pop by county.

Those seven so states whose Negro pop. ranges from 22-42% of the total bear the weight of this poverty even more.

heavily in agric. & mining—both slow-growing industries. In addition, within agric., . . . the South

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These statistics ~~overwhelmingly~~ without exception suggest that the South is the dominant slow-growth region in the nation. ~~It is an area which has specialized in the slow-growing industrial sector of the economy~~ In agriculture, it has tended to specialize in forage, tobacco, & cotton, which are slow-growth sectors of agriculture. In manufacturing the area has tended to specialize in nondurable goods or the processing sectors which are the slow-growth sectors of manufacturing. ~~In the service sector the South has tended to specialize in personal services.~~ p. 8, Edgar Dunn.

~~During the past twenty years the South has made~~

It would seem that the way for the South to gain a larger share in the growth of the nation is to improve its competitive advantage in the rapid-growth industries. These industries, however, need highly trained & sophisticated labor ~~and are likely to pay increasing attention to~~ ~~It is logical that~~ locate ~~their new~~ new plants & offices in areas with ~~they~~ many types of amenities ~~are also~~ more likely to consider ~~the~~ educational & cultural facilities & community attitudes ~~that~~ the area can supply ~~to management & the labor force~~ ~~could offer~~ can.

It is ~~very difficult, in fact~~ admittedly difficult to determine the exact reasoning that leads a firm to locate in one place rather than another, but when a region has as much undeveloped manpower & resources as the South has, it is wise to take every initiative possible to make that region attractive.

The chief reason for looking more closely at the economic possibilities of the southern region is, of course, that the economy of the South lags behind that of the rest of the nation. In 1964, average per capita personal income in the South was $1,909 as compared to $2,550 in the U.S. as a whole. None of the southern states equalled or exceeded the 1965 national gross average weekly earnings of factory production workers of $107.53. The South, which contained slightly over 20% of the nation's pop. in 1964, accounted for 33% of the nation's farm employment and only 17% of the nation's manufacturing employment. 1962 figures indicate that almost a third of the families in the South lived in poverty, compared to about one-eighth of the families in the Northeast and one-seventh in the West. (p. 60 of Keyserling). → one-sixth in the north central region.

→ Of the ten states which ranked lowest in per capita income, nine were southern states. (HEW pamphlet, notes of John Perow)

→ almost 44% of all the poor in the nation lived in the South; that same year almost a third - - -

MEMO

from the desk of -1-

An Elected State Official! Yes - that's you, Mr. Governor, Lieutenant Governor, State Auditor, Treasurer, Secretary, Superintendent, Senator, and Representative.

You want to do things for the people of your state - you want more education, you want to bring in industry, you want to attract tourists, and you want to build more highways.

But some things get in the way of your efforts. Things like the Voting Rights Act, the HEW guidelines, the Civil Rights Act, and demonstrations, pickets, violence, and accusations of police brutality.

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MEMO

from the desk of -2-

Nowadays, a State official has to be able to protect himself if he is going to get to do anything for the people of his state.

What can you do, Mr State official, to protect yourself on the one hand and help the people of your state on the other?

First, let's get those charges of police brutality out of the way, for once and for all. ~~You~~ The police of your state are interested in one thing, enforcing the law. Lest, anyone accuse the police of being unfair, let them take a course in

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— Introduction.

tone - everybody's getting into the act (over) these days

what state govt's can do for equal opportunity.

I. why states?

II. advantages of e o.

III. how to do it.

states are on the move >

I. a. what states have been doing.

b. what states are going to do., e.g. money & tech. assistance to counties & cities.

1. provide more services

2. revise constitutions, raise taxes revising property tax systems (it won't be easy)

II. a. fed. aid

b. ec. gain

c. better govt.

III. — Education

— Employment

— Housing

— Public accom.

— Law enforcement

IV. Conclusion.

— quote - Matthew Bullock, Jr.

re tone. What Negroes want. Aren't going to wait. Are learning how to influence politics, thru the vote and otherwise. ∴ state govt's act. In the process, improve the ec. & improve state & local govt adm. ie the quality of life in the South. This a goal which all state govt's should be happy to claim as their own.
politician

~~State pr~~

→ p. 209, 1967 book.

a good closer →

scratch

The kind of people who can assure ~~this~~ dev. are those with

~~To assure this dev. now & even more so . . . ,~~

¶ ~~For this development to take place now and even more so in the future, every citizen obviously will need~~ the appropriate knowledge and training. Each person has to acquire the skills that allow him to hold a job in that sector of our economy which is growing and to keep up-to-date as the demands of ~~this~~ his job change. But every individual will have been cheated if his educational experience does not also make him feel like an active member of society, able to do his part in controlling his own future & able to call this country his own. Active, educated, hopeful people develop a state; any other kind ~~can be only~~ is a drag on the economy, not only because ~~xxxxxxxxxxxxxx the~~ a state loses their productive capacities but because ~~the~~ a state govt. ~~xxxxxxxxxxx~~ has to channel off ~~a~~ huge portion of ~~its~~ scarce revenue just to keep these people alive or confined in penal institutions of one kind or another.

State governments can do much to conserve and develop manpower resources since they control our educational systems. ~~But~~ because of the interdependency of government agencies & ~~for long practice~~ of the entire state apparatus must take a closer look at the ~~labor force in order to reverse the practice of ignoring~~ the (20-40%?) of the population who are Negroes. These people, as well as low-income white people, constitute a vital part of a state's resources; their talents simply have so far remained untapped, ~~as will the entire economy of a state if the lot of a group this large is not improved.~~ [No one would object] We should say now that we do not offer economic development as a cure-all, but we do realize that a lack of it can effectively impede any other kind of progress. out of place.

~~In addition to~~ along with this bulk of ruined humanity, are the materially more fortunate citizens of a state who have to live with this constant reminder of their own basic dishonesty. If no one acts to ~~change~~ reverse the cycle of poverty, ~~this condition~~, people try to forget it, and the eating away of moral fiber that follows can empty ~~a~~ this country of anyone capable of enjoying the very real achievements of ~~this~~ our civilization. And, after all, is this enjoyment not the end that lies behind economic development?

SYNOPSIS OF LOUISE'S PAPER

1. PURPOSE OF PAPER

TO TELL WHAT STATE GOVERNMENTS IN THE SOUTH CAN DO TO UTILIZE ALL THEIR HUMAN RESOURCES FOR ECONOMIC DEVELOPMENT

2. PHILOSOPHY OF PAPER

THIS PAPER WILL MAKE STATES WANT TO GET ON THE BALL (WE HOPE) BY SHOWING THE ECONOMIC BENEFITS OF THE SUGGESTIONS

? SOCIAL BENEFITS

3. OUTLINE (SEE NEXT PAGE)

4. CONCLUSION

~~State govt's~~ can play a central role in increasing the no. of choices about jobs & styles of life available to everyone in the South.

State govt's can improve the economy by creating equal opportunity.

Title - Equal Opportunity and the Growth of the Southern Economy: A Policy for State Governments

Everyone would agree that the world is getting smaller. News, people, and goods travel faster and farther than they did just a short while ago, and tomorrow they will travel still faster and farther. What does this mean? It means, for one thing, that we can more easily see how people who are not like ourselves live. They can see us more easily, too, and if they are not living as well as we are, they begin to feel that something is wrong somewhere. People who are living in dilapidated neighborhoods and who have great difficulty finding jobs because they could not learn anything in out-of-date schools have this feeling, and that is about all they have. Their daily existence does not allow them to see very clearly what is really wrong, or perhaps so much has been wrong for so long that there seems to be no way to start making changes.

These are the people that we now can see more easily, whether we want to or not. Someone tells their story, and the story travels faster and farther than it did just a short while ago. And this story becomes labeled the "unfinished business" of the country. Politicians pay attention to it, voluntarily or otherwise, and governments plan new policies and new agencies to try to make the United States a country of equal opportunity in reality and not just in rhetoric. Soon the governmental machinery itself becomes a problem, and people begin to talk about the role of the states in the federal-state partnership. They discover all over again that the states do, indeed, have a role. It is finally dawning on some of us that we will not get the kinds of services that we now consider essential for our well-being unless state governments can offer them to us. The ~~hex~~ hard fact is that our national policies to make a life of dignity possible for everyone can be thwarted ~~at the state and local level~~. ~~Once stated, this fact seems amazingly obvious~~ simply because state & local gov'ts are not organized and financed to be able to do what they have to do.

per yellow sheet.

~~First of all, a brief appraisal of the ec. condition of the South will show vis-a-vis the rest of the nation~~

look at some ec. statistics will show ~~the~~ the lag of S. economy. ~~Gap~~ behind ~~that of the rest of the nation.~~ the economies of other regions.

~~The~~ the pace of development ~~efforts~~ in the S. ~~has not kept pace with those in the rest of the nation.~~ is below that in the rest of the nation.

~~The states should undertake this kind of examination, first of all, because~~

In 1964, ~~the~~ average per capita personal income in the South was $1,909 as compared to $2,550 in the U.S. as a whole. (Bank statement, p. 11). ~~Yet~~ The South accounted for 33% of the nation's farm employment ~~while participating in~~ and (only) 17% of the nation's manuf. employment. None of the southern states equalled or exceeded the national gross average weekly earnings of factory prod. workers of $107.53. 1965

which contained slightly over 20% of the nation's pop. in 1960, ~~yet accounted~~

— p. 31 in Bank ~~for~~ expenditures for new plant & equipment.

~~development programs for the South?~~ Why should the states be concerned with new First of all,

~~statistics comparing the ec. of the S. with that~~ of the nation as a whole show that the pace of dev. in the S. is considerably below that ~~in the country~~ other regions of the country.

The chief reason for ~~considering new dev. programs~~ looking more closely at the ~~resources~~ ec. ~~of the South~~ of the S. region ~~for taking this closer look~~ is, of course, that the economy of the South lags behind that of the rest of the nation.

possibilities

Compare by

- ~~per capita~~ income.

- ~~industrial wage rates~~

degree of ind.

~~Statistical Abst.~~ Census reports.

Dept. of Commerce
Ec Dev. Admin.

~~Cen~~ by area

Ok
Emory.

Bol A — See mp. 48 pp. 45
Econ - Gen
EV
EL
Res
#17-A

The Dangers of Social Responsibility

By THEODORE LEVITT

REPRINTED FROM
HARVARD BUSINESS REVIEW
SEPTEMBER–OCTOBER 1958

Advertiser-JOURNAL EDITORIALS, NEWS, MKTS, MOVIES B

Montgomery, Ala., Sunday, Feb. 1, 1959

As I See It

By WILLIAM J. MAHONEY JR.

Petty racketeering is a nuisance that annoys particularly those cities that, like Montgomery, are unable to support a full-time Better Business Bureau.

Unhappily for us—the victims—the racketeers may stay on the shady side of the street, but they try to keep just on the edge of the right side of the law. The individual "take" may be small. That's why most people don't bother to complain. But, whether home-folks or visitors, being "gypped" is not pleasant.

Montgomery's Chamber of Commerce tries to shoulder as much of the responsibilities of a Better Business Bureau as it can, but there are necessary limits.

Paul Fuller, capable general manager, told me of one "job."

Need Some Cash?

A number of merchants received letters asking, invitingly, if they needed any money for expansion purposes — money that was not readily available in their local banks. Now, I ask you, what ordinary merchant doesn't? And here were people offering to lend "responsible" merchants up to $50,000 for expansion purposes.

Mr. Fuller knows of two Montgomery merchants who responded.

To the first merchant came a suave gentleman who heard his story, took a cursery inventory, looked over the books of the firm, and told the merchant: "There is no reason that I can see why you shouldn't get the full $50,000."

He then handed the merchant an agreement to sign. "This," he explained, "is simply authorizing a more complete examination of your business. Mine, you understand, is preliminary. I'll have to ask a deposit of $750 for the further survey."

A 'Cagy' Merchant

But this Mongomery merchant was cagy. He informed his unbearded "Santa" that he would have to "think it over." Then he called Paul Fuller and told him the whole story. There followed a telegraphed query to Washington, D. C., and the reply was not re-

CHILDREN LEARN TO COOK, SEW BY PRACTICE, RECEIVE PRACTICAL KNOWLEDGE, Mrs. Cava Cherry Helps Sandra Dearth (Right), Jean Thaxton, And Jimmy Steele To Mix Ingredients

'BUTCH' RAY TYPES WITH STYLUS IN MOUTH, HOPES TO WALK Dr. Joe Stewart, Mrs. Joe Williamson, See Him Use New Mouthpiece

VITAL COURSE: THE HABIT OF SUCCESS—

Local School Pioneer In Reclaiming Lives

By ART OSGOODE

Young lives are being reclaimed at 1776 Park Pl., in Montgomery.

At the Spastic Children's School, 85 youngsters are learning to use their limbs and minds. Many once considered hopelessly handicapped are learning to talk, to read, to add and subtract.

But, more than that, they are learning the habit of success, where they once expected only failure. They are finding that happiness can replace misery, and hope can succeed dispair.

450 in Montgomery) need care and cannot get it. "The hardest thing we face is the knowledge of the unmet need."

"The other day," Mrs. Loftin related, "I saw parents from Mobile, and the next day a family from Atlanta. Both want to move here so their children can be in the school."

At Maxwell AFB, she added, many requests are received from airmen and officers with handicapped children who wish to transfer here because of what they have heard about the school.

cludes seven teachers, Mrs. Cava Cherry, Mrs. Marilyn Cochran, Mrs. Frances Long, Mrs. Otis Bradley, Mrs. Joe Williamson, Mrs. Richard Webster, and Mrs. Jim Wilder.

Mrs. Mason Lanier gives the physical therapy treatments, and Mrs. Mary Denman is the speech therapist. The psychologist is Mrs. Eva L. Llewellyn.

The school has a full-time pediatrician, Dr. Hugh McCullough. He is in charge of the diagnostic and guidance center, which is supported by federal funds.

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The big thing, says Mrs. Loftin, is to get the children while they're very young.

Once well into their teens, handicapped children who have never received trained help are often irreparably harmed, she said.

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There's a sequel to this story. This same merchant wandered into a Montgomery bank and there, standing in line with a check in his hand, was the suave gentleman who was supposed to have $50,000 to lend on a $750 "investigation" fee. It seemed pretty obvious that somebody else planned an expansion and needed further investigation.

Leaving the bank he debated what to do. Was he his brother merchant's keeper? Deciding he was, he dropped into an office and called Mr. Fuller, who called an official of that bank. Describing the man and explaining the gimmick, he suggested that the official do something. The official tried. The only trouble was that our suave gentleman had chased the check and left.

Nearly Out $750

The bank official called Merchant No. 2 and found matters were as he feared. It was $750 for a prospective $50,000 loan. Now, Merchant No. 2 had been impetuous with his check. But he proved equally impetuous in the other direction. He ran his suave quarry to earth in his hotel room, where he was already packing to leave. His demand for the return of his money was couched in stronger language than one hears in polite society. He got his money back.

But it is not generally in such sums that the transient pursuing a "quick buck" generally deals. It is more on the order of the two men in Army uniforms who stood on a downtown corner during the inaugural parade selling plastic flowers at 50 cents a throw for "the Disabled American Veterans." Now the DAV is a reputable service-men's organization, and Don Hallmark, a veteran, contributed his 50 cents. He noticed there was nothing of "DAV" on his plastic flowers.

For Two 'Worthies'

A demand for an explanation developed the fact that the two worthies peddling the plastic flowers were the only "disabled" American veterans involved, and they didn't explain their disability. They did return the 50 cents.

When Mr. Hallmark took the matter up with a nearby policeman it was to learn that the two men were "licensed" by the city to do business.

Under our present license code the city sells a "novelties" license for $5 a day. It cannot anticipate fraud and we have no law yet for fingerprinting licencees and delaying licensing.

But even today there is a way. Such cases of deliberate misrepresention should be reported to the Chamber of Commerce. And with the help of Detective Capt. E. P. Brown they can be held in line. That's how magazine subscription sellers are "restrained."

CHILDREN LEARN TO COOK, SEW BY PRACTICE, RECEIVE PRACTICAL KNOWLEDGE,
Mrs. Cava Cherry Helps Sandra Dearth (Right), Jean Thaxton, And Jimmy Steele To Mix Ingredients

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Dr. Joe Stewart, Mrs. Joe Williamson, See Him Use New Mouthpiece

VITAL COURSE: THE HABIT OF SUCCESS—

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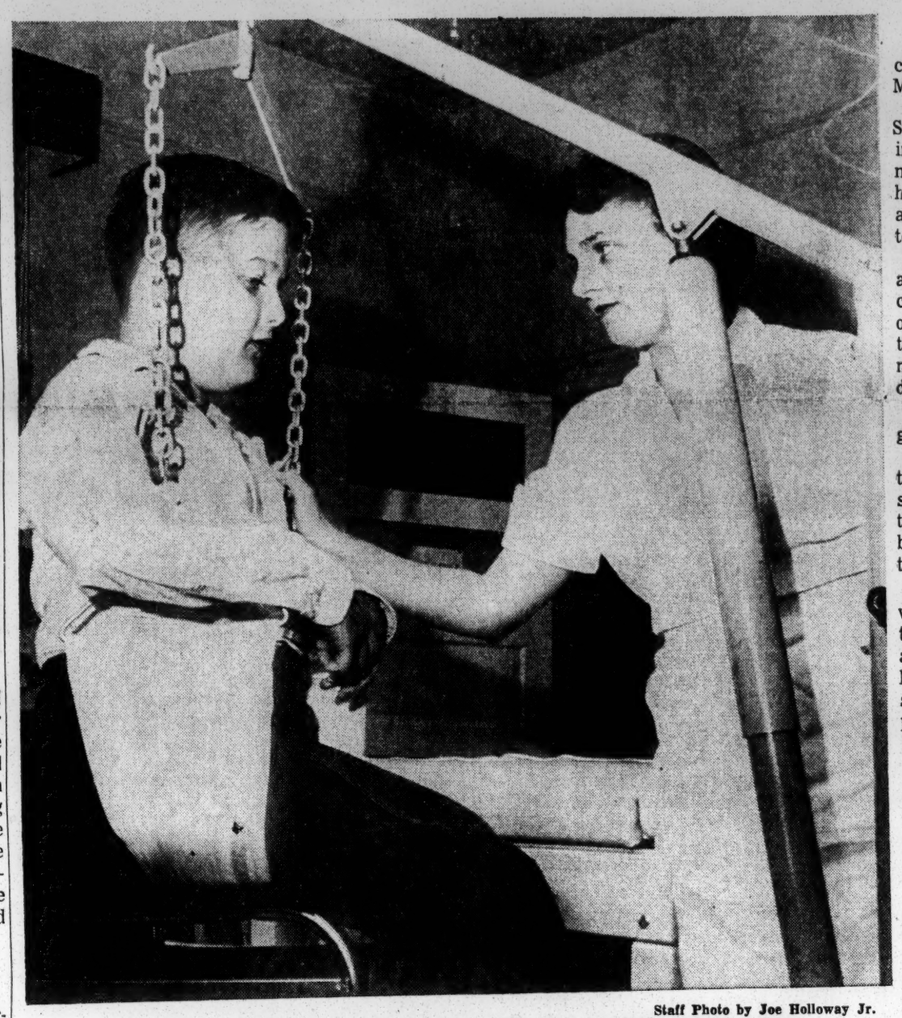


Staff Photo by Joe Holloway Jr.

DONNY GARDNER IS PULLED UP BY HYDRAULIC LIFT
With Him Is Mrs. Mason Lanier, Who Gives Physical Therapy Training

TEACHER'S SPECIAL GUIDANCE OPENS WAY TO KNOWLEDGE
Mrs. Joe Williamson Helps Brenda Nichols With Her Lesson

By ART OSGOODE

Young lives are being reclaimed at 1776 Park Pl., in Montgomery.

At the Spastic Children's School, 85 youngsters are learning to use their limbs and minds. Many once considered hopelessly handicapped are learning to talk, to read, to add and subtract.

But, more than that, they are learning the habit of success, where they once expected only failure. They are finding that happiness can replace misery, and hope can succeed dispair.

Take the case of the little girl who was a crocodile.

She came to the school at three years of age, suffering such apparent mental retardation that she could not even be tested to determine her intelligence.

Mentally handicapped, she was even in worse shape emotionally. Frantic with frustration and anger, she would pound her head on the floor until restrained, and scream out her pent-up emotions.

FREE TO ACT

There is a period at the school when children are allowed to be any character they wish, and to act as they please, within reasonable limits.

This little girl chose to be a crocodile. She would lie on the floor and snap at people as they passed.

She remained at the home for four years. Her teachers patiently taught her to use her mind. Kind attention and training slowly cleared away her inner turmoil.

Today her IQ is 82, just short of normal. Better still, she is a happy and emotionally secure 8-year-old who is now keeping pace with others her age in a private school.

Similar stories are almost commonplace at the school, a pioneering operation in helping handicapped children that was spearheaded by a group of local parents, and has now won the admiring attention of specialists in this field across the nation.

FOUNDED BY 1948

It was founded by the parents of 13 handicapped children, who organized here in 1948. They operated a nursery for a while, then set up the school in 1951, with 13 children suffering from cerebral palsy.

Today, the 85 children at the school include victims of muscular dystrophy, arthritis, cerebral palsy, and other physical afflictions, as well as mentally retarded children. Children are admitted between the ages of 3 and 16.

Mrs. Juanita Loftin, administrator and one of the original founders, says her work "is the most rewarding thing I know of."

She has seen helpless children grimly learn to stand, and then to walk. She has seen mentally retarded children double their intelligence level, shedding their old nervousness and frustration along the way.

FIRST: SHOCK

"The first impression a person gets when entering a group of handicapped children is one of shock," she says. "But, as you become accustomed to them, and watch them learn, they bring you a feeling of satisfaction and happiness."

But there is also a feeling of sadness at knowing that so many other children (at least 450 in Montgomery) need care and cannot get it. "The hardest thing we face is the knowledge of the unmet need."

"The other day," Mrs. Loftin related, "I saw parents from Mobile, and the next day a family from Atlanta. Both want to move here so their children can be in the school."

At Maxwell AFB, she added, many requests are received from airmen and officers with handicapped children who wish to transfer here because of what they have heard about the school.

BIG PLANS

Bigger plans have been made that will come true only if funds become available.

Plans have been drawn for a new $300,000 school, with more and better facilities, that could accommodate 15 classes instead of the present seven.

The staff at the school includes seven teachers, Mrs. Cava Cherry, Mrs. Marilyn Cochran, Mrs. Frances Long, Mrs. Otis Bradley, Mrs. Joe Williamson, Mrs. Richard Webster, and Mrs. Jim Wilder.

Mrs. Mason Lanier gives the physical therapy treatments, and Mrs. Mary Denman is the speech therapist. The psychologist is Mrs. Eva L. Llewellyn.

The school has a full-time pediatrician, Dr. Hugh McCullough. He is in charge of the diagnostic and guidance center, which is supported by federal funds.

Dr. Joe Stewart has a dental clinic at the school once a week.

The facilities include custom-made relaxation chairs, hydraulic lifts, standing tables, and cyclotherapy chairs, which relax stiffened limbs with a gentle massage.

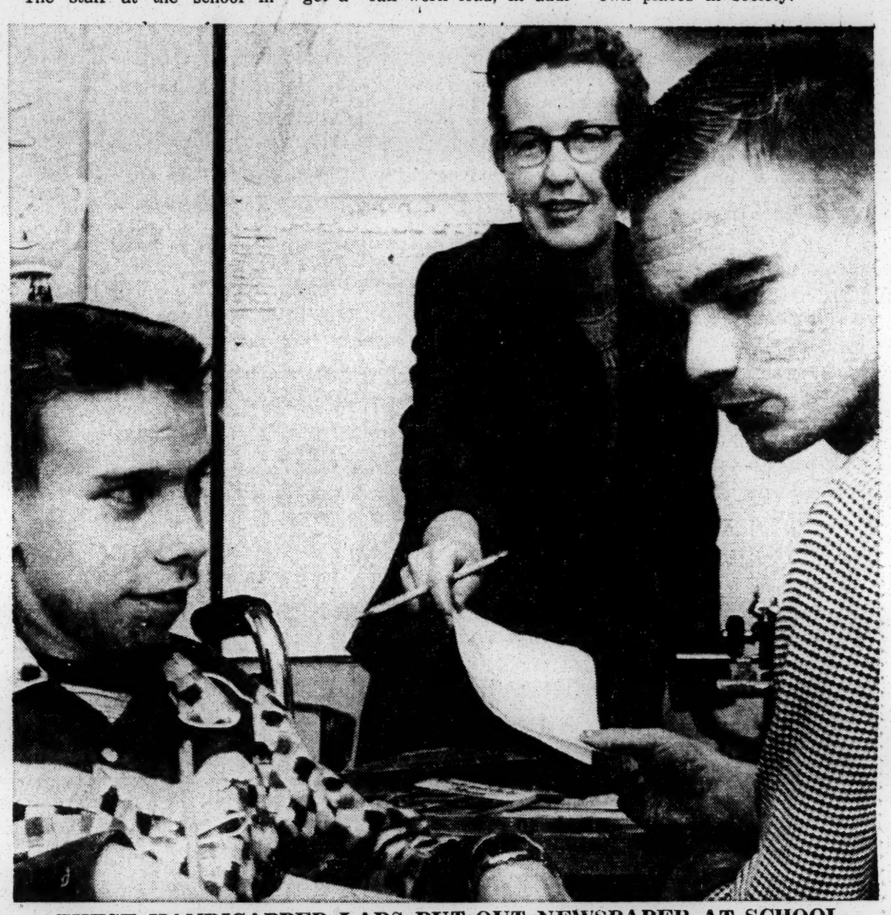
The physically handicapped get a "full work load, in addition to their physical therapy," said Mrs. Loftin. And the mentally retarded learn by doing, gaining a grasp of arithmetic by actually "shopping" with real dollars for real cans of food, and taking part in many similar real-life activities.

The big thing, says Mrs. Loftin, is to get the children while they're very young.

Once well into their teens, handicapped children who have never received trained help are often irreparably harmed, she said.

"Then it's too late. They are too far behind, and their attitudes have been set. They are almost total losses who will wind up as wards of the state."

And the tragedy is, as Mrs. Loftin knows, that many of them could have been trained to be useful, productive, and happy citiziens, able to fill their own places in society.



THESE HANDICAPPED LADS PUT OUT NEWSPAPER AT SCHOOL
Joe Mack Lee Draws; Wendell Funderburk Writes. Teacher's Mrs. Webster

HANDICAPS POSE NO FEAR OF FAILURE FOR THESE THREE
Left To Right Are Gene Dickey, Dwight Goodrich, And Peter Wise

November 14, 1966

Mr. Alan Koth
Instructional Service Center
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315

Dear Mr. Koth:

Here is the bibliography which we have developed for our paperback book project. As I mentioned in our conversation, the total number of books selected depends simply on how many a particular program will need.

Could you tell me if there are other instructional service centers operating in the South or any other similar agencies which may be good channels for getting books to people who have had very little access to any kind of reading material? I would appreciate any leads you can give me.

I hope the bibliography looks good to you. Let me know as soon as you can, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Alan Koth
~~Allen Coth~~
Director
Comm. School after School Program
adult Ed.
761-5411 after noon.

2930 Forest Hill Dr., S.W.
Instructional Service Center.
Ga. 30315

Telephone.

THE COMMUNITY SCHOOL OR THE BROAD VIEW OF EDUCATION

The Student Body

Traditionally, the student body of the school is limited to children and youth involved in the 8:30 a.m. - 4:00 p.m. instructional program. The community school considers each person who uses school buildings and facilities for learning purposes as a member of the school's student body. Hence, all members of a family participating in a family activity at 7:30 in the evening are attending school and are members of the student body. First shift workers who attend a class in basic electronics at 8 o'clock at night are members of the student body of the school. Ultimately then, the only requirement for any person in the community, regardless of age, to become a member of the student body of the school is that he use the school facilities at some time for a learning experience.

The Curriculum

When we adopt the community school concept and include everyone who engages in a learning experience as a member of the student body, we are called upon to take a broad look at the meaning of curriculum and its basic purposes. From one point of view the major purpose of the curriculum is to bring about change in people. The curriculum brings about change in knowledge and intellect, change in behavior and attitude, change in skills and talents, and change in sense of values. Change in these dimensions is not limited to children and youth of school age — change can take place in all people of all ages and at any time. Thus, we have the basis for considering the curriculum as a continuum from early morning until late evening, six days a week, and 52 weeks in the year.

Some may resist the idea that family square dancing at 7:30 in the evening can qualify as part of the school curriculum. However, family square dancing can be a learning experience. It can bring about better physical and emotional stability. It can be a means of motivation for doing better work in arithmetic at 10:30 in the morning. If this is true, then, family square dancing has a part in bringing about change in the youngsters and parents involved and is therefore a part of the school curriculum.

Activities and programs in each segment of the continuous school have bearing upon programs and activities in each other segment. The school as a whole — from the continuous curriculum point of view — should determine the best use of each segment of the school day. The curriculum should be designed to serve as best it can the basic needs of people. Not all basic needs are served by the instructional program for children and youth in the required portion of the school day. Some basic needs of children, youth, and adults can be best served at 5 o'clock in the evening or on Saturday or in July. If the curriculum is to serve the basic needs of people it must use many of the resources of the community in its development. Also, such resources must be used as an aid to learning in each segment of the school day and for people of all ages.

Community Development

The community school takes the lead in community development and in preparing people to solve community and social problems. The school staff goes out into the community to give leadership to the study and solution of social problems and the people of the community involve themselves in school programs that help to prepare them to meet social issues and solve social problems. They work together in committees on the approach to the solution of social problems, read helpful materials, listen to leaders speak, engage in workshops and participate in other types of background preparation for an attack on social problems.

Community development cannot take place in any significant way until people of different races and cultures learn to participate as equals, learn to study, work, and play together, and to understand one another. Mr. Frank Manley, one of the country's outstanding leaders in community education, has devised a plan whereby the schools can take the lead in preparing people for united effort toward community development and the solution of social problems. He calls it the formula of the "Four I's." Standing in the way of community unity and social progress are four qualities residing to some degree in all people. They are: Inertia, Indifference, Intolerance, and Ignorance. Mr. Manley explains that the schools can help overcome these barriers by replacing them with four other "I's": namely, In, Involved, Interested, and Informed. The first responsibility of the school is to provide a program that will cause people, without regard to age, race, religion or socioeconomic circumstance, to come into the school. Once in the school, people can become involved in activities of their choice and in activities that will help to fulfill some of their basic needs. As they become involved they will become interested in the program of the school and interested in the needs of education. When, in, involved, and interested, there is a good chance that they will become informed about many essentials that can lead to better understanding among men. They will be better prepared to assist in community development, to see the need for united community effort.

Enrichment Activities

The community school does not in any way depreciate the emphasis placed on academic learning of the children. Books and written materials are quite as important in the community school as in the traditional school. The community school simply operates over an extended period of time and does much more than provide good academic book learning. The community school assumes that intellectualism is not enough in meeting all human needs, that other approaches are necessary. Much of what takes place during optional periods supplements and enriches the required work. For example, children who take reading for fun, choral singing, science workshop, arts and crafts, dramatics, or other subjects in the late afternoon, on Saturday or during the summer gain much to help them perform at a higher level in the same subjects in their required program.

All children and, to some extent, older people as well have need for recreational activities and an outlet for creative expression in many areas other than what is provided in the academic school program. The community school not only provides space for such activities but provides the leadership as well.

The Home, School and Community

In order for an individual to become all that he is capable of becoming he must have maximum opportunity to develop the best possible self-image, life goals that are adequate, and personal characteristics of the highest order. The three factors most significant in the development of the individual, the home, the school, and the community must be supportive of one another in terms of the best interest of the individual. The community school not only sends its staff and leaders into the home and the community but it involves adults from the home and the community in the learning experience of the children and in leadership responsibility for activities during the optional portions of the school day, week, and year. In this relationship the home, school, and community form an effective team for the development of the community as a whole.

Community Unity

Many communities lack unity because of certain groups that keep themselves apart from the community as a whole. In some instances such groups actually resist community unification. The community school can take the lead in encouraging all fragmented groups to enter into some phase of the school program and to work toward building a genuine unified community. One approach to community unity is to bring into a working relationship the various sources and factors that can bring about community planning. Also some of the fragmented elements of the community may represent good resources for use in the community school program. The school can take the lead in relating the needs of people to the resources available in the community to serve these needs.

The Educational Obligation

In final summary we should be bold enough to say that present day society requires that our young people be challenged by educational pursuits that are much broader than the intellectual. Even the ancient Greeks recognized that intellectualism is not enough. Education in fulfilling its total obligation must be willing to look out of the window and see the world as it is and the needs of people as they are. Then we should educationally paint with a broad brush and with clearly directed long strokes.

AK:jw
9/19/66

THE COMMUNITY SCHOOL

The community school is that school which becomes a center of service to all people in the community regardless of their age, race, creed, or socio-economic circumstance. As a social instrument it offers its greatest service when its facilities and staff are available to all people of the community for assistance in fulfilling their basic needs. Its facilities are available 14 to 16 hours each day, or longer if needed, six days each week (with some use on Sundays), and 52 weeks in the year.

Impact on Social Problems. When people of all backgrounds learn to understand one another by studying, working, and playing together some of the barriers to social progress -- bigotry, hatred, intolerance, indifference, prejudice, and inertia -- begin to diminish. By design and by program, backed up by appropriate leadership, the community school strives for effective influence on such social problems as delinquency, school dropouts, poverty, poor health, illiteracy, unemployment, civil rights, and lack of understanding among men.

Effectiveness with Other Agencies. A healthy society depends upon the amelioration of some of the basic ills of the community at their source of origin. The schools cannot expect to do this job alone nor do they presume to take over the function of any other agency. Community development and social improvement are responsibilities of all agencies in the community. The community school is well equipped to take some leadership for combined effort of all agencies working toward social progress and it strives to help in the coordination of the work of all agencies. The community school makes many referrals to other agencies and serves as a center for the work of a coordinating council composed of representatives of many agencies in the community.

Supplementary Learning. The school day is a composite of several segments, each one relating to and supporting the others. Except for the required portion (normally 8:30 a.m. - 3:30 p.m.) for children of school age, all other segments are for voluntary use of people in the community. During optional periods programs of recreational, social, cultural, aesthetic, vocational, and academic nature are provided. Older youth and adults may engage in many learning experiences that bring economic returns: they can retrain for new jobs; learn how to purchase, prepare, and conserve food and clothing; how to maintain property; and to invest wisely. Academically, it is possible for an illiterate adult to begin at kindergarten level and progress through each grade level and obtain a high school diploma. Some who achieve such goal proceed to higher education. During these optional periods additional learning is available in all areas which strengthen the performance of students in the required segment.

Parent and Family Involvement. The community school involves parents in the learning process of the children. Classes for parents are conducted to help them learn how to assist their children with their school work, especially in the fields of reading and mathematics. Parents become thoroughly acquainted with the total school program, learn to know the purposes and values of education, and are called upon to assist teachers with the instructional program in various ways. A variety of learning, recreational, and social experiences are provided for the participation of families as a unit, strengthening family unit and establishing the role of each individual as a member of that family unit.

AK:jw
9/19/66

THE COMMUNITY SCHOOL PROGRAM

A community school is a school whose total staff considers that a child is the product of not just the classroom, but of his total environment: home, family, recreation, friends, church, the entire community - and, that in order to educate the child properly, the school must have an influence on all of these, helping people to make of their community the best possible. To accomplish this the school remains open after the regular school day until 10 or 11 o'clock each evening during which time the children, youth and adults are involved voluntarily in programs fitting their needs and desires.

Children may participate in enrichment programs which augment their regular school studies, recreation and other group or club activities. This also applies for the teenagers, although there are specific activities to meet teenage needs. Adults may be involved in adult education, special study groups or clubs, adult high school and recreational activities. Frequently, activities which involve the entire family are present. Thus, the school becomes the center of the community and makes it possible for education to be a continuing factor. During the summer, a Summer Fun Program for all ages is held.

Three sources provide the funds for the development of this program: Federal funds through Economic Opportunity Atlanta, Inc.: Local school taxes and the Ford Foundation. Each community school is staffed with an assistant principal or an assistant to the principal to coordinate the activities of the extended school day. Mr. Alan Koth is Director of the Community School Program. The following is a list of Atlanta's Community Schools:

Schools	Assistant Principal	Telephone
Archer Community School	Arvella L. Farmer	794-3256
Brown Community School	Edward Newby	758-5050
Dykes Community School	Jack Glasgow	255-5236
Howard Community School	Bennie C. Williams	522-5096
Parks Community School	Robert J. Still	755-2263
Price Community School	Carl C. Hubbard	627-1331
Washington Community School	Joseph Draper	755-4621
West Fulton Community School	E. C. Norman	799-3177
Bethune Community School	Norris Hogan	524-6854
Capitol Avenue Community School	Obadiah Jordan, Jr.	523-8696
Grant Park Community School	James Chivers	627-5741
Haygood Community School	to be named	876-8155
Ware Community School	to be named	524-0436
Wesley Community School	Aaron Watson	378-4396

ATLANTA AND FULTON COUNTY COMMUNITY SCHOOLS

General Information Sheet

SCHOOL	ASSISTANT PRINCIPAL	OFFICE PHONE	HOME PHONE
ARCHER COMMUNITY SCHOOL 2250 Perry Blvd., N.W. 794-1566 Arthur Richardson, Prin.	Arvella L. Farmer 250 Hermer Cir.,N.W.	794-3256	799-7698
BETHUNE COMMUNITY SCHOOL 220 Northside Dr., N.W. 524-6854 Dorothy Hornsby, Prin.	Norris L. Hogans 1407 LaFrance St.,N.E.	524-6854	794-8175
BROWN COMMUNITY SCHOOL 765 Peeples St., S.W. 753-9771 E. A. Mathis, Prin.	Edward Newby 3389 Elmtree Dr.,S.W.	758-5050	344-5020
CAPITOL AVENUE COMMUNITY SCHOOL 811 Capitol Ave.,S.W. 523-8696 Mrs. Mary Greene, Prin.	Obadiah Jordan 383 Cativo Dr.,S.W.	523-8696	758-5957
DYKES COMMUNITY SCHOOL 4360 Powers Ferry Rd.,N.W. 255-5236 Douglas Rumble, Prin.	Jack Glasgow 2516 Boulder Rd., S.E.	255-5236	241-7739
GRANT PARK COMMUNITY SCHOOL 750 Kalb Street, S.E. 627-5741 Ruel Morrison	James Chivers 2862 Cloverleaf Dr.,S.E.	627-5741	241-4987
HOWARD COMMUNITY SCHOOL 551 Houston Street,N.E. 522-5096 F. W. Sullivan, Prin.	Bennie C. Williams 3680 Gordon Rd.S.W. Apt. B-7	522-5096	349-0069
PARKS COMMUNITY SCHOOL 1190 Windsor Street,S.W. 753-6125 James Anderson, Prin.	Robert J. Still 255 Haas Ave.,S.E.	753-6125	755-6322
PRICE COMMUNITY SCHOOL 1670 Capitol Ave.,S.E. 627-1331 Raymonde Odom, Prin.	Carl C. Hubbard 520 Parkway Dr.,N.E.	627-1331	876-1418
SOUTH FULTON COMMUNITY SCHOOL 605 South Bayard, East Point,Ga. 761-3584 Frank McClarin, Prin.	Harold Madison Bayard Circle Bldg. 14, #2	761-3584	767-3684

SCHOOL	ASSISTANT PRINCIPAL	OFFICE PHONE	HOME PHONE
WASHINGTON COMMUNITY SCHOOL 45 White House Dr., S.W. 758-8871 J. Y. Moreland	Joseph Draper 655 Bolton Rd.,N.W.	755-7721	799-7252
WESLEY COMMUNITY SCHOOL 187 Wesley Ave., N.E. 378-4393 Ralph Long, Prin.	Aaron L. Watson 685 Caron Cir., N.W.	378-4393	794-9727
WEST FULTON COMMUNITY SCHOOL 1890 Bankhead Ave., N.W. 794-8236 James J. Krivich, Prin.	E. C. Norman 135 Ellendale Lane,N.W.	799-3177	794-8369
WARE COMMUNITY SCHOOL 569 Hunter St., N.W. 524-0436 Otis White, Prin.			
HAYGOOD COMMUNITY SCHOOL 921 Howell Mill Rd., N.W. 876-8155 W. T. Camp, Prin.			

Alan R. Koth, Director of Community Schools

Business Address	Home Address
Instructional Services Center 2930 Forrest Hills Drive, S.W. Phone: 761-5411, ext. 229, 220 or 761-4173 (Direct Line)	2707 Bonnybrook Drive, S. W. Atlanta, Georgia Phone: 344-0682

December 1, 1966

Mrs. Jay Solomon
17 Folts Drive
Chattanooga, Tennessee 37415

Dear Mrs. Solomon:

I want to thank you very much for your prompt action in contacting Nell Moser, Bennie Carmichael, and Roy Batchelor. This kind of attention is really appreciated.

Should I contact them myself so as to hurry up the procedure? Do you have Dr. Carmichael's address? I have tried to reach Mrs. Goodman by phone but haven't caught her yet. I'll continue working on it. I'll be glad to let you know what happens in each case.

Again, many thanks.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Mrs. Jay Solomon

17 Folts Drive
Chattanooga, Tennessee 37415

November 18m1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc
5 Forsyth Street, N. W.
Atlanta, Georgia, 30303

Dear Miss Cole:

I was very interested to know about the Southern Regional Council's paperback book project.

Three ways of distributing the books occured to me immediately and I have contacted people accordingly. They are as follows:

1. Project Enable
   Nell Moser, Regional Field Worker, is based at the Family Service Agency, 323 High Street, Chattanooga. She was receptive to the idea and agreed to call a co-worker, Barbara Whitaker, NUL, Atlanta, who will then get in touch with you.

2. Appalachia Project
   Bennie Carmichael, Superintendant of Schools, Chattanooga, leaves on December 1 to begin administration of an Appalachian education project. He as probably spoken to you already.

3. Chattanooga Area Literacy Program
   Dr. Carmiachael was to discuss that with you also.

4. Chattanooga Community Action Program
   Roy Batchelor, Director of CAP (846 McCallie Avenue), may find this project of interest for the Neighborhood Service Centers here. I'm meeting with him tomorrow about another matter and will discuss the Paperback Book Project with him at the same time.

Please let me know if you are able to place some of the books through these agencies.

Sincerely,

Rosalind Solomon

202
1Dec. → DU 6-6248 in on mon.
~~AE 7-8200~~

P. S. Would also suggest that you investigate the Miles College adult education project. Mrs. Mildred Goodman, Community Relations Service, Justice Dept., Washington
(over)

Could tell you who to contact there. She may have other ideas, too. She's very pressed for time, did suggest telephoning her. You may tell her I told you to do so.

JOHN H. WHEELER, PRESIDENT
JOSEPHINE WILKINS, VICE-PRESIDENT
RUFUS E. CLEMENT, VICE-PRESIDENT
STEPHEN J. WRIGHT, VICE-PRESIDENT
PAUL R. CHRISTOPHER, VICE-PRESIDENT
RAYMOND M. WHEELER, CHAIRMAN, EXECUTIVE COMMITTEE
JOSEPH HAAS, COUNSEL
PAUL ANTHONY, EXECUTIVE DIRECTOR

Southern R[redacted] Inc.
5 FORSYTH STREET, N. W[redacted] 30303

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

December 1, 1966

Mrs. Jay Solomon
17 Folts Drive
Chattanooga, Tennessee 37415

Dear Mrs. Solomon:

I want to thank you very much for your prompt action in contacting Nell Moser, Bennie Carmichael, and Roy Batchelor. This kind of attention is really appreciated.

Should I contact them myself so as to hurry up the procedure? Do you have Dr. Carmichael's address? I have tried to reach Mrs. Goodman by phone but haven't caught her yet. I'll continue working on it. I'll be glad to let you know what happens in each case.

Again, many thanks.

Sincerely,

Louise Cole

(Miss) Louise Cole
Paperback Book Project

c/o Chattanooga City Schools
PLEASE FORWARD

Of course you should contact them.
PS

ECONOMIC OPPORTUNITY ATLANTA, INC.
101 MARIETTA STREET BLDG.
ATLANTA, GEORGIA 30303
525-4262

C. O. EMMERICH
ADMINISTRATOR

December 14, 1966

Mr. William Farmar,
Assistant to the Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. Farmar:

Please find enclosed various projects that are now underway involving VISTA Volunteers. I am requesting eleven complete sets of your books offered through Southern Regional Council.

A VISTA Volunteer lives as a resident in the community where he works and therefore, have contact with people ranging from pre-school to golden age. The topics that are covered by the reading list can definitely be beneficial to the residents of any low income area simply through the availability of obtaining the reading materials. Each and every Volunteer in Atlanta, now numbering 27, and projected to 54, is involved in tutorial work. I believe, after you have read the enclosed projects you will appreciate the definite need for Volunteers to be able to offer the community an introduction to reading, ranging from community improvement to basic skills. The books you are offering will also open many doors by simply exposing the community to good literature.

I would appreciate anything you can do in helping the Volunteers secure this most desperately needed library.

Respectfully yours,

David A. Dammann

David A. Dammann
Director, VISTA EOA
Acting Director, Job Corps

DAD:sa

The Director of VISTA (a friend of mine) called me today and is interested in making use of your project's resources on a much broader basis than Ted Carpenter envisioned.

He has 54 VISTA volunteers working in Atlanta in teams of 5 or 6 and wants to have a set of books available for each team.

I told him to write up a specific proposal and send it to us as soon as possible. Also suggested that he work through you - but he is a little nervous about SRC and wants to work through me since we have a rather longstanding personal relationship. Therefore, I shall simply give you any correspondence I receive from him and will simply function as a "mail drop", if that is acceptable to you.

December 19, 1966

Mr. James C. Jackson
Office of the Chaplain
Voorhees College
Denmark, South Carolina 29042

Dear Mr. Jackson:

Thank you for your interest in our paperback book project. Within the past month, the news about the project spread so rapidly and the orders began to come in so quickly that we have spent nearly all of the funds available at this time. I regret that for the moment I am having to suspend all further requests.

This paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. I am keeping your request in a special file and want you to know that your interest in our project will assist us in showing the need for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

PROTESTANT EPISCOPAL CHURCH

DIOCESE OF SOUTH CAROLINA
THE RT. REV. GRAY TEMPLE, D.D.

DIOCESE OF UPPER SOUTH CAROLINA
THE RT. REV. JOHN A. PINCKNEY

THE REV. J. KENNETH MORRIS
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Business Manager

Voorhees College

DENMARK, SOUTH CAROLINA

OFFICE OF THE CHAPLAIN

December 5, 1966

Miss Louise Cole
5 Forsyth Street North West
Atlanta, Georgia

Dear Miss Cole:

On behalf of the Bamberg County Improvement Asseication, I am requesting two additional list of the books you have available for distribution in area where the underprivilege child either can not obtain or is not available.

We of the Bamberg County Inprovement Association, are planning to provide the children of Denmark, South Carolina and Bamberg, South Carolina an opportunity to read these books.

Thanking you in advance.

Yours truly,

James C. Jackson

James C. Jackson

cyf

December 19, 1966

Mrs. Dorothy Logan
Librarian
Langston High School
Chestnut Street
Hot Springs, Arkansas

Dear Mrs. Logan:

Thank you for your letter about our paperback book project. Within the past month, the news about the project spread so rapidly and the orders began to come in so quickly that we have spent nearly all of the funds available at this time. I regret that for the moment I am having to suspend all further requests.

This paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. I am keeping your request in a special file and want you to know that your interest in our project will assist us in showing the need for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

LANGSTON HIGH SCHOOL
H. A. HENDERSON, PRINCIPAL
HOT SPRINGS, ARKANSAS

December 8, 1966

Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Sir:

I understand that you are furnishing libraries with free paperbound books. We would be happy to obtain as many of the books that are available, especially any that pertain to the Negro race. Our school library is limited and we welcome any any opportunity to increase our collection.

Thank you in advance for your consideration.

Yours truly,

Dorothy Logan

Mrs. Dorothy Logan,
Librarian

December 19, 1966

Miss Hazel L. Williams, Secretary
East High School Library Club
P. O. Box 425
Eudora, Arkansas 71640

Dear Miss Williams:

Thank you for your interest in our paperback book project. Within the past month, the news about the project spread so rapidly and the orders began to come in so quickly that we have spent nearly all of the funds available at this time. I regret that for the moment I am having to suspend all further requests.

This paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. I am keeping your request in a special file and want you to know that your interest in our project will assist us in showing the need for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

December 12, 1966

Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Council Members

I have been informed that you have been sending free books to school libraries. We the members of the East High School Library Club would find it an advantage if you would send us some books.

Sincerely yours

Hazel L. Williams, Secretary
East High School Library Club

~~SCLC~~

Mr. John Reynolds

Ala.

P.O. Box 101

Greensboro, Ala.

Send

Crib. & expl.

(CU immi pend)

December 19, 1966

Sister Joseph Marie, Principal
St. Jude School
609 West Oakland
Sumter, South Carolina

Dear Sister:

Thank you for your letter about our paperback book project. I have been in the process of checking our records and find that so many orders have recently come in that we have spent nearly all of the funds available at this time. I regret that for the moment I am having to suspend all further requests.

This paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. I am keeping your request in a special file and want you to know that your interest in our project will assist us in showing the need for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

609 N. Oakland
Sumter, S.C.
Dec. 5, 1966

Dear Miss Cole,

I have been in touch with Peter, in the Columbia Head Start Office and he informed me of your generous gift of paper-back books.

I wonder, and do hope, that our school, St. Jude, and the work we are trying to accomplish, might fit under the category of "human relations".

We are a Negro school in an underprivileged

area of Sumter, S.C.

Would the above information warrant our school, grades 1-12, to benefit of your free gifts of paper-back book?

I shall anxiously await your reply.

Thank you for your time and consideration of the above.

Sincerely,

Sister Joseph Marie,
Principal

Phone, Dec. 19, '66

November 29, 1966

Mr. John Reynolds
P. O. Box 101
Greensboro, Alabama

Dear Mr. Reynolds:

Winifred Falls told me you may be able to use books from our paperback book project.

This project is an attempt to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

If you think you may be planning a reading program of some kind, I would be happy to hear more about it.

Enclosed is the bibliography to use in making your selections. The total number of books selected depends simply on how many your program would need.

Try to let me know as soon as you can, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

December 23, 1966

Mrs. Henrine H. Carter
Taylor High School
Corners of Fifth and Lamar
Yazoo City, Mississippi

Dear Mrs. Carter:

Thank you for your interest in our paperback book project. Within the past few weeks, the news about the project spread so rapidly and the orders began to come in so quickly that we have spent nearly all of the funds available at this time. I regret that for the moment I am having to suspend all further requests.

This paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. I am keeping your request in a special file and want you to know that your interest in our project will assist us in showing the need for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Taylor High School
Corners of Fifth and Lamar
Yazoo City, Mississippi
December 16, 1966

Southern Rigional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Sir:

I am asking you to send me your free paperback books for our reading program at Taylor High School, Corner of Fifth and Lamar, Yazoo City, Mississippi.

I thank you very much.

Yours truly,

(Mrs.) Henrine H. Carter

(Mrs.) Henrine H. Carter

READING PROGRAM USING PAPERBACK BOOKS

Age or Grade Level First through twelfth

Number of Students 2000

Purpose of Program To increase students reading efficiences

Nature of Program Volunteer reading, controlled reading for individual differences reading on special class assigned topics and reading to improve speed, comprehension and vocabulary.

Organization for Program:

Schedule 8:00 O'clock A. M. to 4:00 O'clock P. M. (Daily)

Personnel in Charge Reading specialist and classroom teachers

Administrative Arrangements Two mobile classrooms equipped with individual pacers and other reading machines and filmstrips

December 29, 1966

Mrs. Jay Solomon
17 Folts Drive
Chattanooga, Tennessee 37415

Dear Mrs. Solomon:

Just a short note to let you know the present status of the paperback book project.

Shortly after I heard from you the second time, I checked our records to find out the total number of books ordered up to that time. Within the three weeks previous to that time, the news about the project must have spread quite rapidly, for I was being flooded with requests and orders. The result is that we have spent nearly all of the funds presently available, and I am having to suspend all further requests until we determine whether or not we can renew our grant in 1967.

I wish we could have supplied books for the programs you located before we came so close to the end of our funds. In any case, your contacts will help us to show the demand for such books. Many thanks for your efforts.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

December 29, 1966

Mrs. Frances Dukler
Acting Director
Houston Council on Human Relations
5403 Austin Street
Houston, Texas 77004

Dear Frances:

Shortly after I called you and you gave me three contacts for the book project, it was necessary to check the records to determine how much money remained because orders and requests were really beginning to flood into the office. As you now know from Ed's newsletter, the result is that we've spent nearly all the funds and for the moment are having to suspend all further requests. I am saving the names you gave me in case we obtain additional funds.

Enclosed is a list of the programs which are receiving books from the project.

A very Happy New Year to you.

Sincerely,

Louise Cole

Mr. Henley
Barbara
Dir. of Social Service.
Ben Taub Hospital

Houston.

Jimmy Reese
Park Way House
Protestant Charities
of Houston

Fed. Housing
projects.

Centers.

Jim Knowland
Director
1212 Main ~~Bldg. House~~ St.

Coll

Frances
Dubler.

Nancy
Pollard

Ann
Reynolds
(Mrs. John)

Clark.

~~Economy~~ Poverty

#68

50c

POVERTY AND DEPRIVATION IN THE U.S.

THE PLIGHT OF TWO-FIFTHS OF A NATION

JM

34 MILLION PEOPLE IN FAMILIES
4 MILLION UNATTACHED INDIVIDUALS
} LIVE IN POVERTY

37 MILLION PEOPLE IN FAMILIES
2 MILLION UNATTACHED INDIVIDUALS
} LIVE IN DEPRIVATION

77 MILLION

DATA FOR 1960

CONFERENCE ON ECONOMIC PROGRESS

50c

Two Top-Priority Programs to Reduce Unemployment

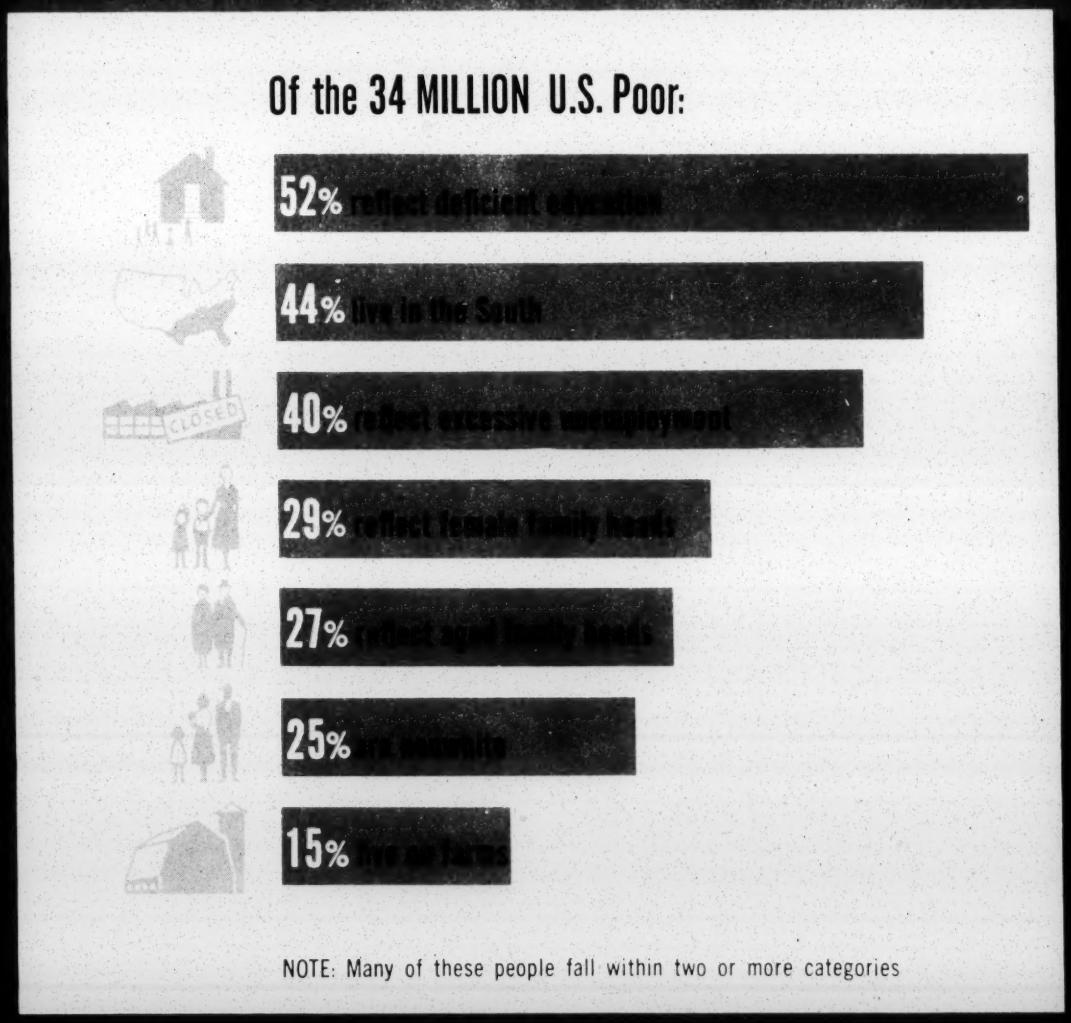
Lift wage rates to expand consumption and to catch up with productivity gains

Launch a much larger housing program to help counteract the elimination of jobs caused by technology and automation

CONFERENCE ON ECONOMIC PROGRESS

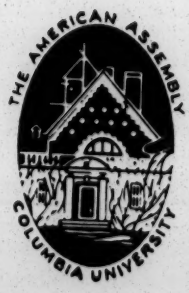
OR PROGRESS

LEON H. KEYSERLING



New AMERICAN ASSEMBLY BOOKS

in Prentice-Hall's SPECTRUM BOOKS Series



Coming in June--an analysis of the unique bond between the U.S. and the Philippines and how future stress can be avoided . . .

THE UNITED STATES AND THE PHILIPPINES
Edited by Frank H. Golay,
Cornell University

What is happening to the "special relationship" that has existed between the United States and the Philippines for over 20 years? Analyzing the forces that molded such a unique relationship in the past, four Filipinos and four Americans probe the cultural, political, and economic developments that are affecting it today. Furnishing facts gleaned from experience in such fields as research, administration, diplomacy, and education, these eight distinguished writers weigh the impact of present problems on future relations between the two countries.

CONTENTS: INTRODUCTION, RESTLESS PARTNERS, Frank H. Golay, Cornell University. THE COLONIAL RELATIONSHIP, Salvador P. Lopez, Permanent Representative of the Philippines to the United Nations. INTERNAL DEVELOPMENT AND EXTERNAL RELATIONS: THE PHILIPPINES, Thomas R. McHale, Victorias Milling Company. THE REALITIES OF PHILIPPINES FOREIGN POLICY Onofre D. Corpuz, University of the Philippines. PROBLEMS OF DECOLONIZATION, David Wurfel, University of Missouri. MUTUAL SECURITY--MYTH AND REALITY, Geogre E. Taylor, University of Washington. ECONOMIC COLLABORATION: THE TRADING RELATIONSHIP, Benito Legarda, Jr., and Roberto U. Garcia, both of the Central Bank of the Philippines. ECONOMIC COLLABORATION: THE ROLE OF AMERICAN INVESTMENT, Frank H. Golay.
S-AA-17 (orig.), Cloth $3.95, paper $1.95
June

Coming in August--a penetrating examination of the issues facing state governments today and their future role in an era of federal power . . .

STATE LEGISLATURES IN AMERICAN POLITICS
Edited by Alexander Heard,
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Analyzing the factors that affect the functioning of state legislatures, this book examines these governing bodies as one component of the total American political system, and especially scrutinizes the effects of the shifting roles of federal and local governments. The detailed internal operations of state legislatures are revealed, including factors that facilitate and obstruct their conduct, and important distinctive features --and common features--among the immense variety of the 50 state governments. Including such topics as the characteristics of the individual legislative bodies, and the procedures followed in state government, the six experts in this book assess the future role of state legislatures in the American scheme and ways this role can be played most effectively.

CONTENTS: INTRODUCTION, OLD PROBLEM, NEW CONTEXT, Alexander Heard, Vanderbilt University. DIMENSIONS OF STATE POLITICS, Herbert Jacob, University of Wisconsin. THE FUNCTIONS AND POWERS OF THE AMERICAN STATE LEGISLATURE, William J. Keefe, Chatham College. THE POLITICAL SETTING, Malcolm E. Jewell, University of Kentucky. THE STATE LEGISLATOR. Duane Lockard, Princeton University. ORGANIZATION AND PROCEDURE, John G. Wahlke, State University of New York, Buffalo. REFORM: LIMITS AND OPPORTUNITIES, Alexander Heard. S-AA-18 (orig.) Cloth $3.95, paper $1.95 August

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ADDRESS_____

CITY_____STATE_____ZIP_____

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CP621-SB fnc 4/66

Coming in October--eight varying perspectives on what may well be the most frightening, dangerous problem of the atomic age: nuclear proliferation . . .

A World Of Nuclear Powers?

An American Assembly Book
edited by Alastair Buchan

What would happen to world order if everyone had the bomb? Total disaster? Containment? Ever more dangerous brinksmanship? Or peace? The essays in this book confront the challenge to international stability which the increase in the number of nuclear powers may create. They analyze the difficulties of preventing nuclear proliferation, the alternatives to proliferation, and suggest steps the smaller powers can take if the great ones fail to reach agreement. In addition, there is a revealing description of the continuing national debates taking place in Germany, India, Sweden, and Japan on the question of nuclear armament.

October S-AA-19 (orig.) cloth $3.95
paper $1.95

ALASTAIR BUCHAN, the editor of this American Assembly Book, is Director of the Institute for Strategic Studies, London, and the author of several books and articles.

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CP801-SB tcm 8/66

State Legislatures in American Politics

Report of the Twenty-ninth American Assembly
April 28-May 1, 1966 • Arden House, Harriman, N.Y.

THE AMERICAN ASSEMBLY

REPORT
1965-1966

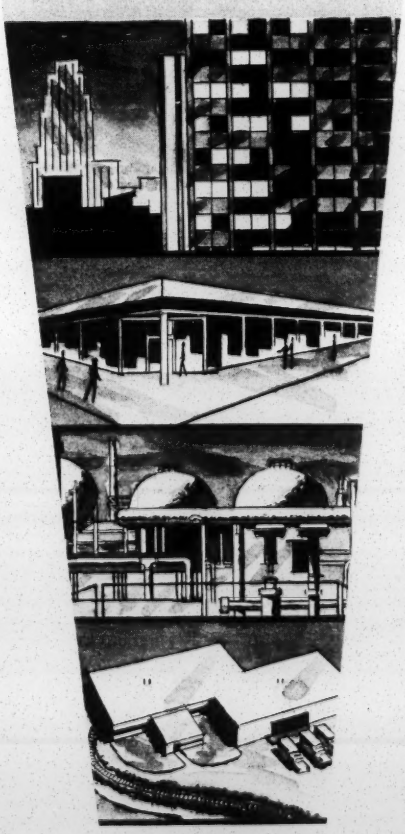
MODERNIZING LOCAL GOVERNMENT

COMMITTEE FOR ECONOMIC DEVELOPMENT

Moreland Griffith Smith FAIA
P. O. Box 494
Atlanta, Georgia 30301

A STATEMENT BY THE RESEARCH AND POLICY COMMITTEE, JULY 1966

Equal Employment Opportunity is Good Business



EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

THE AMERICAN ASSEMBLY

The American Assembly presupposes that the practice of democracy demands individual sacrifices, particularly in reconciling divergent views in order to accomplish a common purpose.

DWIGHT D. EISENHOWER

THE AMERICAN ASSEMBLY

was established by Dwight D. Eisenhower at Columbia University in 1950. It holds nonpartisan Assemblies and publishes authoritative books to illuminate issues of United States policy.

An affiliate of Columbia, with offices in the Graduate School of Business, the Assembly is a national, educational institution incorporated under the State of New York.

The Assembly seeks to provide information, stimulate discussion and evoke independent conclusions in matters of vital public interest.

American Assembly Sessions

The Preparation: At least two national Assembly programs are initiated each year. Authorities are retained to write background papers presenting essential data and defining the main issues in each subject.

The Arden House Assembly: About 60 men and women representing a broad range of experience, competence and American leadership meet for several days to discuss the Assembly topic and consider alternatives for national policy.

The Assembly Technique: All Assemblies follow the same procedure. The background papers are sent to participants in advance of the Assembly. The Assembly meets in small groups for four or five lengthy periods. All groups use the same agenda. At the close of these informal sessions participants adopt in plenary session a final report of findings and recommendations. This is circulated widely.

Other Assemblies: International, regional, state, and local Assemblies are held following the national session at Arden House. Thus far, Assemblies have been held in Canada, the United Kingdom, Europe, Latin America, Asia, and in most areas of the United States. Over seventy-five institutions have cosponsored one or more Assemblies.

American Assembly Books

The background papers for each Assembly program are published as cloth and paperbound books; the conclusions of the Assemblies in pamphlets. These studies are put to use by individuals, libraries, businesses, public agencies, nongovernmental organizations, educational institutions, discussion and service groups. In this way the deliberations of Assembly sessions are continued and extended.

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1951 – U. S.-Western Europe Relationships

1952 – Inflation

1953 – Economic Security for Americans

1954 – The U. S. Stake in the U. N.
– The Federal Government Service

1955 – United States Agriculture
– The Forty-Eight States (State Government)

1956 – The Representation of the United States Abroad
– The United States and the Far East

1957 – International Stability and Progress
– Atoms for Power

1958 – The United States and Africa
– United States Monetary Policy

1959 – Wages, Prices, Profits and Productivity
– The United States and Latin America

1960 – The Federal Government and Higher Education
– The Secretary of State
– Goals for Americans

1961 – Arms Control: Issues for the Public
– Outer Space: Prospects for Man and Society

1962 – Automation and Technological Change
– Cultural Affairs and Foreign Relations

1963 – The Population Dilemma
– The United States and the Middle East

1964 – The United States and Canada
– The Congress and America's Future

1965 – The Courts, the Public, and the Law Explosion
– The United States and Japan

1966 – The United States and the Philippines
– State Legislatures

Revised Editions:

1962 – The United States and the Far East

1963 – The United States and Latin America
– The United States and Africa

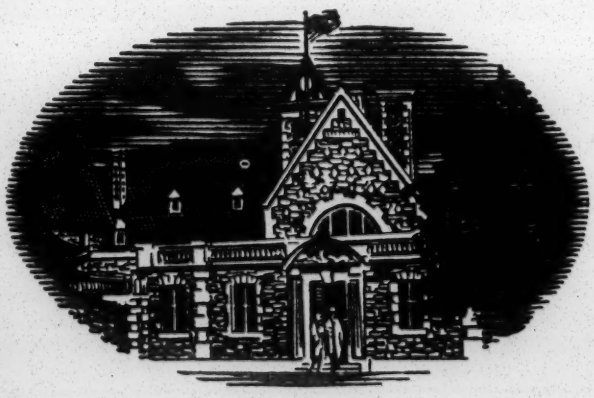
1964 – United States Monetary Policy

1965 – The Federal Government Service
– The Representation of the United States Abroad

Home of The American Assembly

and scene of the national sessions is Arden House, which was given to Columbia University in 1950 by W. Averell Harriman. E. Roland Harriman joined his brother in contributing toward adaptation of the property for conference purposes. The buildings and surrounding land, known as the Harriman Campus of Columbia University, are 50 miles north of New York City.

Arden House is a distinguished conference center. It is self-supporting and operates throughout the year for use by organizations with educational objectives. The American Assembly is a tenant of this Columbia University facility only during Assembly sessions.



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EV - State & Local Govts.

The Financial Crisis Of State and Local Governments

by Frank Fernbach

At the very time that federal tax cuts—recent and anticipated—enjoy great popularity, 50 state governments and 90,000 local ones are grappling with the critical problem of how to raise more money to meet urgent public needs. In fact, this crisis has been plaguing state and local governments during all the postwar period and no respite can be expected in the years immediately ahead.

It is true that the current business boom—due in large part to the stimulus of the federal tax cut—is raising the revenue yield from state taxes already on the books. Nonetheless, as the Wall Street Journal has pointed out, most states view this good fortune to be "a momentary thing and expect rising costs and citizen demands for more and more services to land them back in the financial soup."

It also is true that the flow of federal grants-in-aid to help the states and localities finance urgent public services—public assistance, urban renewal, highways, health facilities, education and the like—has been increasing rapidly. However, this welcome aid from Washington is still too little to narrow the gap between the revenue available to the states and localities and the skyrocketing cost of the public facilities and services their citizens need and demand.

Over the last quarter century, the sums collected and spent at the federal level naturally have focused public attention on Washington. The increasingly urgent state and local revenue problems, on the other hand, have been pretty much obscured.

In 1963, the latest fiscal year for which census figures for all governments—federal, state and local—are available, the general federal expenditures reached $100 billion. This federal outlay was the highest for any peacetime year and it excludes disbursements by the Social Security and other insurance trusts. It should be noted that, out of this total, the lion's share—about $72 billion—was spent to meet national defense and related costs, including veterans' benefits and interest on the largely war-incurred national debt.

When it comes to providing for the civilian public

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services the American people need, it is the states and localities—not Washington—that shoulder most of the load. In 1963, these governments by themselves raised and spent $56.5 billion for this purpose, compared to the $28.5 billion for civilian needs spent by the federal government.

Actually, of the $85 billion total spent in 1963 by government at all levels purely for civilian purposes, the states and localities themselves raised two-thirds.

What the states and localities have been managing to do, despite great and growing odds, is an impressive achievement:

- In the ten years alone from 1953 to 1963, annual state-local outlays to meet general needs soared from $28 billion to $65 billion. This 132 percent expenditure rise—half of which went for education, health and highways—reflects what actually was spent, not what might have been spent if money had been available to provide services consistent with need.

In 1965, state-local expenditures are expected to reach $75 billion.

Reflecting this rise, state-local payrolls increased from 4.5 million employes in 1953 to 7 million by 1963; they are expected to approximate 8 million this year. By way of contrast, the number of federal employes—about 2.5 million in 1965—has risen by only 200,000 since 1953. On the basis of employment growth, state and local government is the fastest growing "industry" in the United States.

- Most of the $37 billion state-local expenditure rise from 1953 to 1963 was financed by these governments themselves from increased general taxes and charges. These collections rose by $30 billion, from $24 billion in 1953 to $54 billion in 1963—a 125 percent rise. Moreover, most of this money came from regressive taxes imposed on property owners and consumers, the kind of levies that bear most heavily on those least able to pay.
- Federal grants-in-aid to states and localities rose 200 percent, from $2.9 billion in 1953 to $8.5 bil-

lion in 1963. Yet even this much-needed increase in revenue-sharing by Washington wasn't enough to close the state-local revenue gap.

- To meet their mounting needs, the states and localities had to borrow again in 1963, as they have during every postwar year. State-local debt stood at $34 billion in 1953; it reached $87 billion by 1963, a rise of almost 160 percent. This is a far more rapid increase than the rise in the federal debt.

By the end of 1965, state-local debt outstanding is expected to exceed $100 billion.

- By 1970, state-local expenditures may well reach $105-110 billion, according to competent observers. This would be a near-300 percent rise from the $28 billion outlay of 1953. By 1975, when it is predicted the population may well reach 225 million, some forecasters predict that state-local outlays will approach $150 billion. These expenditure forecasts, it should be noted, are not based on what should be spent but on likely outlays on the basis of existing trends.
- Although the number of dollars spent at the state and local level has risen so spectacularly, it is important to note that state-local tax levies in proportion to the value of all goods and services produced in the United States (the Gross National Product) went up only from 5.8 percent in 1953 to an anticipated 8 percent in 1965, a rise of barely 40 percent. Federal taxes as a percent of GNP, on the other hand, actually will have gone down about 18 percent between 1953 and 1965.

Why Expenditures Rise

The growth of state-local expenditures reflects no "wild spending spree." Almost everywhere, civilian public service needs far outpace the financial ability of the states and localities—and particularly the metropolitan areas—to cope with them. Part of the urgency grows out of the explosive postwar population rise. In large measure, it reflects spectacular changes in the places and the way Americans now live.

Back in 1940, before World War II, this was a nation of 132 million. Today there are 195 million Americans and, by 1970, there will be over 210 million. This astronomical population rise alone—an expansion approximating 3 million persons each year—has confronted the states and localities with a staggering increase in public service demands. Moreover, the public facility construction lag during World War II and the Korean War further intensified the problem.

What is more, the age groups that require the costliest government services—the old and the young—have expanded much faster than the rest of the population. While between 1953 and 1963 the total population increased 19 percent, persons over 65 increased 35 percent and the school-age population went up 40 percent.

It is no wonder that, from 1953 to 1963, total annual government outlays for public education—elementary, secondary and higher—soared from $10 billion to nearly $25 billion.

Most of this financial burden is still shouldered by local governments. Furthermore, if the quantity and quality of public education is to improve sufficiently to meet the need over the next five years—at the end of which nearly 5 million more young people will be enrolled in public schools—another tremendous increase in educational outlays will be required. In the 1969-70 school year, some $43 billion should be spent on public education alone, according to AFL-CIO Department of Education projections based on U.S. Office of Education findings.

The recent passage of the Education Act of 1965—which provides federal grants for elementary and high schools, with emphasis on the special needs of low-income school districts—will help to meet a part of the revenue gap. However, a far more substantial increase in aid will be required if the public school systems are to meet present revenue needs and the mounting requirements of the years ahead.

Clearly, then, to merely expand civilian public services in direct proportion to the population rise just isn't enough. Because of the far more rapid rise in the numbers of the young and the old, educational and social welfare services have had to increase faster than the average population rise.

But the general population increase, the shift in age distribution and the increase in government construction, equipment and salary costs are not the only reasons why total state-local outlays have risen so dramatically. Rapid changes in where Americans now live—and in the way they live—have compounded the expenditure problem.

The United States has gone through two great shifts in its living patterns. In the last quarter of the 19th century and the first quarter of the 20th, it evolved from a basically rural nation to a basically urban society. Inevitably, the growth of the cities rapidly increased the burden of traditional local public facilities and added new ones—for education, police and fire protection, sanitation, health and recreation and the like.

With the second great change in American life—the shift from an urban to a basically metropolitan society—the demand for expanded local services has become overwhelming.

The Metropolitan Area Crisis

According to the latest census, by 1960 two-thirds of all Americans—113 million in all—were crowded into 212 metropolitan areas occupying less than 9 percent of the entire surface of the United States.

Furthermore, this concentration of human beings is accelerating as more and more rural, and often destitute, Americans—displaced by the technical revolution in agriculture—seek better opportunities in town. Indeed, all of the nation's population growth is occurring in the metropolitan areas. While in 1955 less than 60 percent of our citizens lived in these areas, the total now has reached about 70 percent. Life in a metropolitan area—a central city with its suburbs and satellite towns, all compacted together

Government Spending and Where it Goes*
1963
(in billions of dollars)

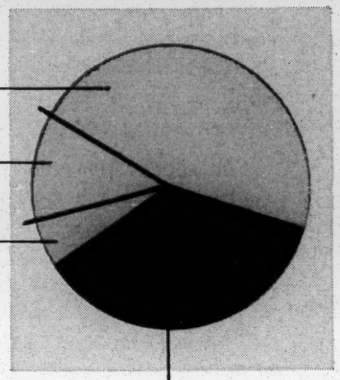
ALL GOVERNMENTAL EXPENDITURES: $157 BILLION

Federal:

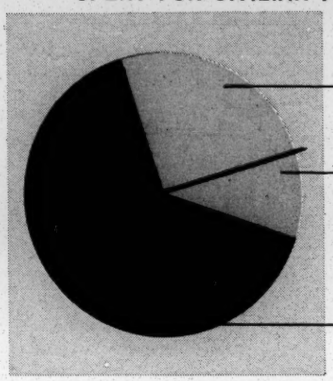
National security, present and past	$ 72.0
Direct services for civilians	$ 20.0
Grants to states and localities	$ 8.5
Total	$100.5

State and Local:

Raised from own sources (and spent for civilian services)	$ 56.5



SPENT FOR CIVILIAN PURPOSES ONLY: $85 BILLION



Federal:

$20.0	Direct
$ 8.5	Grants to states and localities
$28.5	Total

State and Local:

$56.5	Direct

*Refers to the fiscal year. Excludes outlays for government insurance trusts and state and local publicly-owned utility and liquor store expenditures.

Source: U. S. Bureau of the Census.

in one vast interdependent community—multiplies the cost of traditional local public services and adds a growing list of new ones as its boundary becomes extended year by year.

For example, the crisis of transportation—of moving goods and people into and out of the core city—must be met. The never-ending task of finding enough revenue to meet educational and recreational needs, provide adequate water for human and industrial consumption, cope with air pollution, combat delinquency and crime, clear slums and assure decent housing and neighborhoods besets every metropolitan area.

The public as well as private financial outlays needed to secure proper housing alone are enormous.

According to the 1960 census, almost 16 million dwelling units—most of them in the metropolitan areas—are substandard; they are either dilapidated or badly deteriorating or lack running water or other basic plumbing facilities. Between 1960 and 1975, it is anticipated that another 6 million dwelling units will have become badly deteriorated and another 5 million will be lost as a result of fire, floods and public construction. Adding the housing needs of the 14 million additional families that the government estimates we will have by 1975—and subtracting the 7.5 million housing units started between 1960 and 1964 and about 5 million deteriorating homes that probably can be rehabilitated—the nation needs about 29 million new dwelling units by 1975.

This need could be met over the next ten years, but to do it home construction would have to be nearly doubled over the recent rate. Moreover, if low-income families, and many moderate-income ones as well, are to be decently housed, greatly expanded government financial aid will be required. The Federal Housing Act of 1965 will go part of the way to meet this need, but much more aid in the form of grants and guaranteed loans will be necessary. What is more, in addition to home building costs, billions of dollars of public investment in supporting services—sewage systems, water lines, streets, fire protection and the like—is required every year.

Aiding the impoverished, as central cities become the home of increasingly larger numbers of the aged, the poor and of minority groups, has alone become a staggering financial problem. It is no wonder that expenditures for public services associated with metropolitan living now run 2½ times more per capita than in localities outside these areas.

There are two major metropolitan area issues which are basic to solving these problems.

One of these is how to coordinate efficiently the public service efforts of the 18,000 separate but interdependent local governments—counties, municipalities, townships and school and special districts—that now exist within the 212 metropolitan areas. Back in 1960, the boundaries of over 100 of these areas already extended over two, three or even four counties; many, in fact, are now merging into each other. In 32 metropolitan areas, the intergovernmental coordinating effort will require cooperation across state lines; their boundaries are now interstate.

The second major issue, of course, is how to raise enough revenue to meet ever-growing local needs.

Many years ago, when America was dominantly rural, the public service requirements of most Americans were few—essentially schooling, the maintenance of law and order and road building—and local governments provided for them. Although civilian service needs have gradually multiplied, by 1913 the localities still were paying for as much as 75 percent of them. State governments accounted for only 16 percent of the cost. Most of the expenditures of the federal government—then as now—were related to

its constitutional responsibility to "provide for the common defense."

By 1963, local tax collections totalled $22.2 billion and the local property tax accounted for $19.4 billion of that total. It has been, and it still remains, the almost exclusive tax resource of the localities. In 1963, the property tax provided 73 percent of the total tax revenue of the cities and 88 percent of the tax total of all local governments combined.

When America was primarily a nation of farmers, the ownership of land substantially reflected an individual's wealth and income and a property tax was a reasonably equitable way to share the tax load. Besides, it yielded enough revenue to meet the limited local needs of an earlier day.

As the country became industrialized and urbanized, however, personal and business income became more and more divorced from ownership of land and buildings, so that today property no longer accurately reflects "ability to pay." The property tax burden is most unfair to low- and moderate-income home-owners and, particularly, the aged. Moreover, its yield now is totally inadequate in relation to current local revenue needs.

As local revenue requirements became more acute —particularly those of the central cities at the heart of the metropolitan areas—the states began to sanction supplemental types of local levies, generally in the form of local sales and payroll taxes. These two taxes have the special attraction of collecting substantial sums from suburbanites who work, and may shop, in the central cities. These commuters are thereby charged for some of the city services they use. Even so, sales and payroll taxes have two decided disadvantages.

First of all, they are exceedingly regressive; proportionately, they bear most heavily on families whose incomes are the lowest.

The flat-rate sales tax extracts its yield from the first dollar spent, even by the very poorest; in many cases, even purchases of food and clothing are taxed.

The similarly flat-rate payroll tax generally allows no personal exemption to meet basic family needs; but it usually exempts non-wage and non-salary income entirely—the kind mostly enjoyed by families with the greatest ability to pay.

In addition, local sales and payroll taxes create group conflicts and economic dislocations—among local residents and commuters who pay taxes elsewhere and merchants in adjoining and competing taxing districts.

Already six states (Alabama, Kentucky, Michigan, Missouri, Ohio and Pennsylvania) sanction the use of local payroll taxes and ten of the 43 largest American cities now levy them. In addition, 17 states have already sanctioned local sales tax use. Although considerable revenue is often raised by these levies—and pressures for higher property taxes may be temporarily forestalled—they not only make the local tax structure even more regressive and create dissension between adjoining political jurisdictions; they are inadequate to meet soaring large-city revenue needs.

The Burdens of the States

Depending on their own resources and inclinations, various states have tried in various ways to relieve the growing financial burden of their local subdivisions. Following the wave of local bankruptcies of the 1930s, almost all began relinquishing their own use of property taxes in an effort to help their local governments. They have taken over functions formerly performed and paid for by the localities, such as welfare services and road building and maintenance. Many now share state-collected funds with their local jurisdictions, particularly with hard-pressed school districts.

This assistance is financed in part by the federal grants-in-aid—most of which go directly to the states —and in part by revenue raised by the states themselves from taxes and charges of their own.

The amount of assistance the states can give, however, is limited by many factors.

The states, too, are under great pressure to increase their outlays for statewide public services as their populations grow and new needs emerge. Demands for more and better roads and highways, mental health services, recreational facilities and increased support for higher education mount year by year.

Between 1965 and 1970, for example, the total enrollment in public institutions of higher learning is expected to increase by 1.3 million—a five-year rise of over 40 percent. Accommodating this burgeoning growth, and accompanying public service demands, is primarily a state responsibility.

The ability of the 50 states to meet their direct burdens, and to help the localities meet theirs, varies widely. Because of great variation in wealth and incomes from state to state, their tax bases and public revenue potentials differ accordingly. As a consequence, public service expenditures usually are least adequate where the needs happen to be greatest.

In 1963, the five states with the lowest per capita income spent $262 per capita for all state-local services while the five wealthiest spent $417—and this despite the fact that the poorest received more federal aid per capita than the richest. In 1964, public school outlays per pupil ranged from $241 in Mississippi to $705 in New York. These figures refer to statewide averages; the expenditure range in localities within particular states—even the wealthy ones—is often more extreme.

A low level of state or local expenditures for public services doesn't by any means indicate that a poor effort is being made. On the contrary, the poorer states and localities are taxing their citizens far more rigorously on the whole—as measured by the ratio of state-local general revenues to personal income—than the wealthier ones.

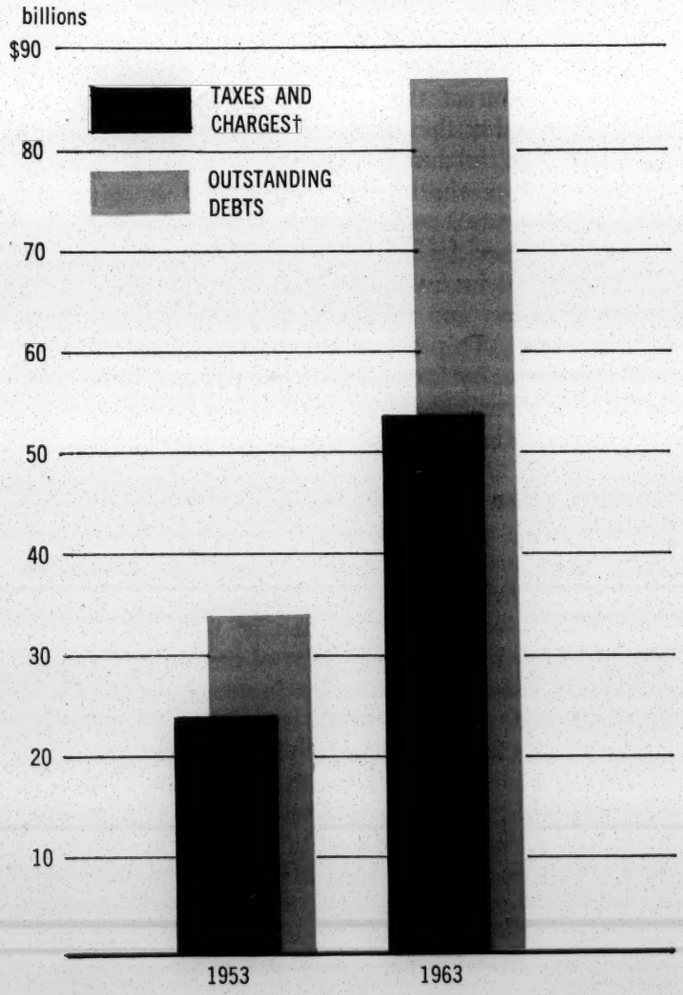
The major revenue source of the states is the yield from taxes levied on consumers. In 1964, when state tax collections totaled $24 billion, nearly 60 percent came from general retail sales taxes and selective sales levies on the purchase of gasoline, cigarettes, alco-

holic beverages and other items. Taxes on individual income raised only 14 percent of the total and corporate income taxes yielded only 7 percent. The remainder came from estate and gift taxes, motor vehicle and other license fees, severance taxes and the like.

From Wisconsin's adoption of the first individual income tax in 1911 and for many years thereafter, as one state after another put this kind of levy on its books, it seemed reasonable to assume that progressive taxes on income would become the revenue mainstay of the states. The income tax accorded with the concept of tax equity and it finally had been declared legal under the Constitution of the United States. A levy based on actual income, with deductions of expenses in securing it and with personal exemptions for dependents, and tax rates that graduated upward as incomes rose, clearly related the tax burden to ability to pay. Moreover, a new broad-based revenue source was needed by the states as taxes on property gradually were being relinquished.

How State and Local Debts Are Outpacing Tax Collections*

1953-1963 (in billions of dollars)



*Refers to taxes and charges from own sources, excluding federal grants.

†Excludes revenue from publicly operated utilities, liquor stores and insurance trust systems.

Source: U.S. Bureau of the Census.

In the early 1930s, however, resort to general retail sales taxes quickly spread. The bankruptcy of many local governments and their urgent need for help, as well as the depression-induced decline in individual and business income, triggered this movement. In most states, the sales tax rate initially was only 1 or 2 percent. Often it was enacted to meet a specific and dramatic emergency like paying the salaries of school teachers; almost always it was intended as a temporary levy.

Since the mid-1930s, in fact, sales taxes—general and selective—have been bringing in more than half of the total tax revenues of the states. As for the individual income tax, not a single new state enacted one between 1937 and 1960. There are several reasons. Use of a progressive income tax was declared to be in violation of the constitutions of several states. Opponents often argued successfully that levies on income and profits would drive business from their states. The increased federal income tax burden during and following World War II was also cited as sufficient reason not to support its further use by the states. Perhaps most effective, it was relatively easy to raise more revenue merely by raising existing sales tax rates.

In the frenzied postwar effort to find new state revenue sources, taxes on consumers again have received the greatest play. In 1947, 23 state revenue systems included a general retail sales tax. By July 1, 1965, 16 more states had adopted it and 19 of the original sales-tax states had raised their rates, some two or three times. In eight states, the rate had already gone up over 3 percent. In 28 of the 39 general sales tax states, the levy applies even to food.

By way of contrast, at the beginning of the postwar period 30 states taxed personal incomes, but by 1965 only three more had been added to the list. What is more, although a few states have been raising a third or more of their tax revenue from the individual income tax—notably Alaska, Delaware, New York, Oregon and Wisconsin—several wealthy ones like Connecticut, Illinois, Michigan, New Jersey and Pennsylvania levy no tax at all on individual income. In Ohio, Texas and Washington, no income tax is imposed on individuals or on corporations. Moreover, in many income-tax states the exemptions sometimes are so high or the rates are so low, little revenue is collected. Although some state income tax rates have risen, generally they have increased most at lower income levels and the degree of overall progressivity has declined.

The Major Dependence on Regressive Taxes

Because progressive individual and corporate income taxes play a minor overall role in state revenue systems—and none at all at the local governmental level—their contribution to the great rise in state-local tax collections from 1953 to 1963 was small. Of the $30 billion increase in state-local revenue collections from their own resources, $23 billion of the 1953-63 rise was obtained from higher tax yields. Of this total, 78 percent was provided by increased

levies on property and consumers. Less than 13 percent came from progressive taxes on individual and corporate income, related in some degree to ability to pay.

In the effort of the states to help themselves and their localities meet soaring revenue needs, a fresh look at the too frequently neglected potential of state income taxes is in order. There are compelling reasons of economics, equity and even politics for doing so.

While every tax increase involves a risk for political leaders who support it, the time may well have come in many states when failure to meet pressing public needs is fully as hazardous as the risk in seeking more tax revenue with which to pay for them. What is more, there may now be no greater political jeopardy —and perhaps less—in supporting income taxes based on ability to pay than in supporting further levies on property, payrolls and consumers. This would be particularly true where the sales tax is already so high the time-worn claim that "it only costs a few pennies" has become a mockery. It is also true wherever property taxes already impose an insufferable burden on low-income families, the aged and small businesses.

According to a U. S. Treasury study, regressive state and local taxes are extracting $650 million yearly from the very poorest citizens—families with incomes of under $3,000 and individuals with less than $1,500—on whose behalf governments are supposed to be waging a war on want. Because of the burden of these regressive taxes on the neediest—and on millions of moderate- and lower-income families as well—a more favorable climate for the increased use of state income taxes seems to be emerging. The three new ones enacted since the end of World War II were all placed on the books during the course of the last four years.

Public officials increasingly are realizing, in addition, that as national production and income go up, the revenue yielded from income taxes shows the fastest growth. Since public service costs are mounting so rapidly, the tax with the greatest automatic revenue-growth potential has very much to recommend it.

Perhaps of most importance, a part of the burden of all income taxes levied by the states—on individuals and corporations alike—can be passed on to the federal government. This comes about because all those who itemize their deductions under the federal income tax law—upper-bracket individuals and corporations do so as a matter of course—are allowed to deduct their state income tax payments before computing what is due the federal government. Thus Washington stands ready to sacrifice a part of its own income-tax potential to help the states increase theirs. In effect, as the state tax goes up, the federal tax goes down. States with weak income-tax laws, or with none at all, are forfeiting the advantage to themselves of this indirect federal revenue-sharing device.

As far back as the 1920s, when competition to attract wealthy residents was undermining effective death and gift taxation by the states, the Congress did something constructive about it. It decided to grant a generous federal death tax "credit," of up to 80 percent of the federal levy, if an estate tax also had been adopted by the state. This federal credit had the effect of reducing or eliminating entirely the burden of the state tax, since the revenue gain to the state tended to become a federal loss rather than an added cost to the taxpayer.

As a consequence, all states except Nevada adopted estate or inheritance taxes and these, together with state gift taxes, are now raising over two-thirds of a billion dollars. The spur of the federal credit not only ended the shortsighted competition to attract wealthy residents; it also helped the states increase their revenue significantly. At the same time, it helped make state tax structures somewhat more equitable.

The Need for Wider Use of Income Taxes

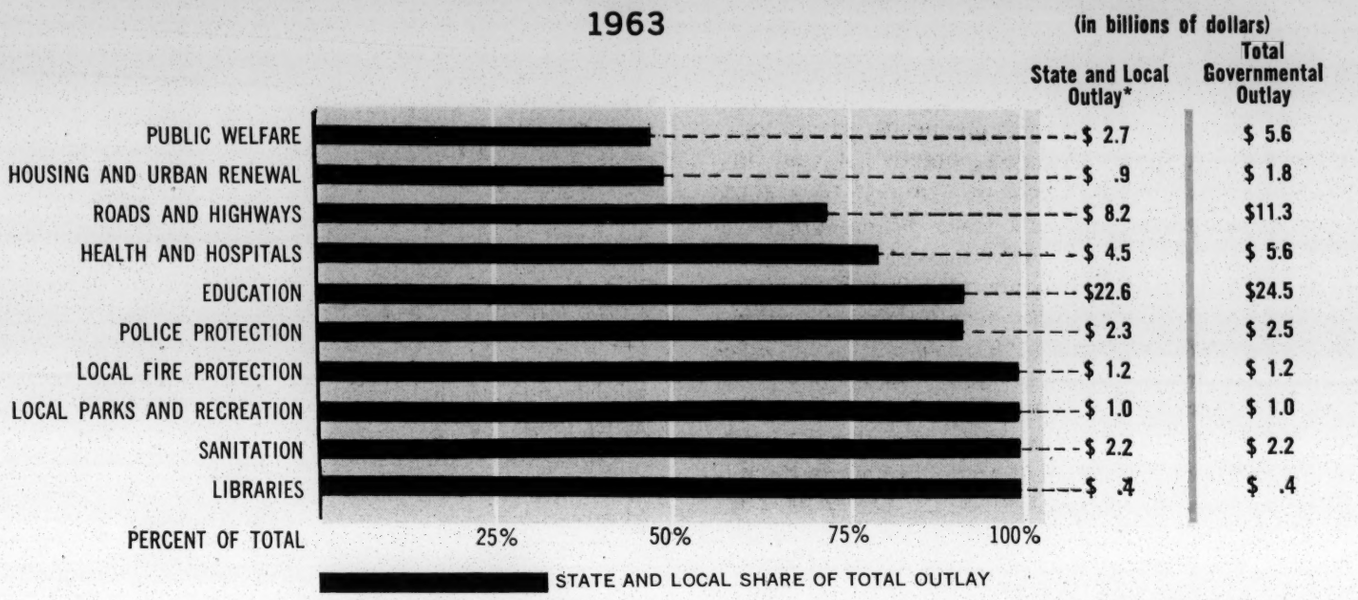
To further advance the same ends, it now would be timely for the Congress to consider allowing a state income tax "credit," similar to the one allowed against the federal death tax, when comparable taxes are levied by the states. A federal income tax credit inevitably would encourage all states to seek considerable revenue from income taxes, yet without substantially increasing the burden on individuals and corporations. Furthermore, moderate- and lower-bracket taxpayers would directly benefit; they would be permitted to subtract the credit from their federal tax liability, whether they itemized or not.

There is a further special reason to urge greater federal revenue-sharing with the states at this time via an income-tax credit and by other means.

As the American economy grows, federal income-tax collections increase very rapidly and much of this rising yield can and should be shared with the states and localities. This can be done most effectively, as will be shown, by larger federal grants-in-aid. A state income-tax credit also could well serve as a constructive revenue-sharing supplement.

Because state and local revenue requirements are now so great, realism does not encourage the expectation that, as a whole, regressive taxes can be rolled back. Nonetheless, significant steps toward greater overall state-local tax equity can be achieved. In almost all states, a substantial part of the rising revenue need surely can be met through increased use of progressive income taxes—with or without a federal credit—and a large part of the yield should be shared with local governments. By this means, increases in property taxes and the extension of sales and payroll levies can be stayed. The end of the sales tax levy on food should receive the highest priority; much of the revenue loss can be recouped by extending this tax to services, now largely uncovered. The regressive local payroll tax, moreover, can be converted into a progressive local income tax; this can be done if the cities adopt a local income tax as a percentage of what their citizens pay under a graduated state income tax. And the states can well be the collecting agents.

The State and Local Share of the Cost of Civilian Public Services
1963



*Federal grants are excluded.

Source: U.S. Bureau of the Census

While even the poorer states could increase their revenue collections through effective use of income taxes, the revenue potential of this route is, of course, limited for them. Yet these are the states where the revenue need is the greatest.

To aid all states, but particularly the poorest, federal tax sharing by expanding the traditional direct federal grant-in-aid also is imperative.

Since Civil War days—when the Congress decided to help every state establish a land-grant college—these federal aid programs have been undertaken to achieve two major ends.

First, they seek to encourage states and localities—through the stimulus of available federal matching funds—to initiate or expand public services which the Congress views to be vital to the national welfare.

Second, they seek especially to help the poorer states and hard-pressed local governments achieve minimum standards in the performance of important public services which could not otherwise be financed from their own resources alone.

Federal grants help to finance the construction of highways, hospitals and airports; assistance for the needy aged, orphans and the blind; vocational education and rehabilitation services for the handicapped; urban renewal and public housing; aid for chronically distressed areas; improved child welfare services; low-cost hot lunches in the schools and other programs.

Although the $8.5 billion in federal grants received by states and localities in 1963 was 200 percent higher than in 1953, the increase accounted for only 16 percent of the $35 billion rise in state and local general revenues over the ten-year period. Close to $30 billion —84 percent of the revenue rise—had to be raised by the states and localities themselves.

In 1965, total grants will exceed $11 billion, and in 1966 over $13 billion, as new federal aid programs like those for education, health services and Appalachia get under way.

This, indeed, is a trend in the right direction; yet much more can and should be done. The mounting revenue needs of the states and localities—and particularly of the poorer states and the metropolitan areas—require the massive assistance that only a more rapid expansion of federal grants can provide. Fortunately, as the growing national economy brings in more federal tax receipts, the means are at hand to divert substantially more revenue via federal grants to hard-pressed state and local governments.

The Role of Federal Grants-in-Aid

In the face of this long-emerging and evident need, two proposals already have been made to cut the federal grants-in-aid.

During the Eisenhower Administration, it was seriously proposed that several grant programs be terminated and the states themselves finance them through the adoption of certain excise taxes which the federal government would forego. Another alternative, sometimes still heard, is that Washington should reduce its grants-in-aid and instead return to each state a fixed portion of the federal taxes collected from them.

Both proposals have been conceived, purportedly, to safeguard "states' rights;" had they actually been enacted, however, a serious wrong would have been perpetrated.

In the first place, under these schemes the poorer states—those which now receive proportionately the largest share of the federal grants—would be the obvious victims. The wealthiest states—those which need aid least—would reap the benefit.

Secondly, it couldn't be taken for granted that even in the better-off states those services now federally aided would continue. The absence of the stimulus of federal matching funds would in all likelihood strengthen the

reactionary bloc in all state legislatures which consistently fights adequate appropriations to meet public service needs.

Finally, these proposals would not add one dollar to the present overall, but inadequate, resources available to the states and localities.

Only a year ago, a new proposal to help close the state-local revenue gap is reported to have been made by a special presidential task force. While supporting continuation of the traditional system of federal grants, it is reported to have recommended that $2-3 billion or more from rising federal tax receipts be transferred each year to the states as a "block grant," with practically "no strings attached." The authors emphasize the critical nature of the state-local revenue need and the advantages of revenue-sharing via federally-collected progressive taxes as preferable to further state-local recourse to regressive taxes. The AFL-CIO Executive Council felt compelled, however, to oppose for other reasons "any indiscriminate rebate of federal taxes to the states with no restriction on the use of such funds."

This position was taken for the following reasons:

- While the time-tested federal grant programs help finance specific high priority public service needs, unconditional grants might be spent for any purpose—even to finance efforts to lure plants from other states.
- Since unrestricted grants would go into the general accounts of the states, for any purpose, the enforcement of federal standards which now apply to federally-supported expenditures—anti-discrimination and minimum labor standards, for example—could no longer be assured.
- The long-established federal grant procedure encourages the states and localities to increase their own revenue-raising efforts, but the receipt of unrestricted cash grants could well result in a relaxed effort on the part of some states.
- While the traditional federal grants are fashioned particularly to help poorer states and increasingly to aid local governments, the alternative block grants—like the two proposals already discussed—would go only to the states and proportionately too much would go to those states whose needs are least. The revenue-starved core cities of metropolitan areas—where the crisis is most acute—would be completely bypassed.
- Federal grants increasingly aid projects which cross state lines—to meet mutual water and transportation needs, for example. Block grants to the states hardly would stimulate the growth of this kind of essential interstate cooperation.
- Finally, any federal revenue allocated via block grants inevitably would retard the far more desirable growth of the traditional federal grants-in-aid.

Two major federal formulas for helping the states and localities have been particularly emphasized here: (1) an outright federal tax credit against income taxes paid to the states and (2) a substantial increase in federal grants-in-aid. But it also should be reiterated that state and local governments have a responsibility to show far more initiative in helping themselves, too.

With the prospect that the metropolitan area population will double by the year 2,000—only 35 years away—and that public service obligations of all local and state governments will continue to soar, state and local efforts to meet them must move on many fronts.

Wherever state income taxes are ineffectively utilized, or aren't levied at all, a change is overdue. Moreover, because of the greater ability of the states to levy and collect taxes, state revenue-sharing with the hard-pressed localities must be substantially increased. The unfair burden of regressive sales and payroll taxes can be reduced, at least. State aid should be given to help local governments improve the administration of their property taxes and make these levies more fair.

Other forms of state-local intergovernmental cooperation must be undertaken. The establishment of Metropolitan Area Planning Commissions—to study ways to improve services, eliminate duplication and waste and to plan orderly metropolitan area growth—should be encouraged by the states. The consolidation of political subdivisions—particularly the smaller school districts—should be spurred. Coordinated resource conservation and development programs that mutually affect and will serve many localities—to assure an adequate and unpolluted water supply, for example—must be supported by the states. Many other constructive ideas have been advanced. For example, the Advisory Commission on Intergovernmental Relations has proposed that each state establish a permanent Office of Local Affairs to continuously seek better forms of state-local cooperation.

The success of almost all of these undertakings depends essentially on leadership by the states. What too often has been lacking is not forward-looking ideas, but the will to implement them.

Hopefully, as state legislatures become reapportioned and cities and suburbs gain a louder voice, state responsibilities as well as states' rights may become increasingly a major legislative concern.

Just as the states cannot ignore the obligation to use their full powers to help their local subdivisions, the federal government, too, must use more of its great resources to aid the state and local governments. Increased federal revenue-sharing is not the only need. New forms of federally-initiated cooperation to help solve interstate problems—like the recently-enacted program to aid the 11-state Appalachian region—are increasingly important. Likewise, a greater cooperative effort to aid the metropolitan areas is a critical need; creation of the new federal Department of Housing and Urban Affairs points the way.

The rapid increase in these forms of intergovernmental action—between the states and their localities and between them and the federal government—will do more than help resolve financial and other specific problems. This kind of cooperation can be a major factor in strengthening the traditional American system of separate federal, state and local functions.

Pat Watters

Figures for December, 1965 > Fiscal year totals would be better for some figures

Welfare in Review March 1966, Volume 4, Number 3
U.S. Department of Health, Education, and Welfare

— Lacks Total and: General & Special

General Assistance- excludes vendor payments for medical care and cases receiving only such payments.

Not very important statistic

STate	Average per recipesnt (per mo.?)
Alabama	12.97
Alaska	14.03
Arizona	19.43
Arkansas	4.17
California	33.02
Colorado	12.08
Connecticut	25.53
Delaware	28.44
D.C.	70.40
Florida	(data not available)
Georgia	12.11
Hawaii	65.67
Illinois	37.42
Iowa	(data not available)
Kansas	30.10
Kentucky	12.29
Louisiana	47.38
Maine	15.37
Maryland	69.15
Minnesota	28.23
Mississippi	14.40
Missouri	51.11
Montana	18.35
Nevada	21.56
New Hampshire	20.81
New Jersey	38.17
New Mexico	20.37
Massachusetts	37.11

General Assistance (continued)

State	Average per recipient
Michigan	27.47
New York	42.02
North Carolina	8.76
North Dakota	14.82
Ohio	22.61
Oklahoma	(data not available)
Oregon	(data not available)
Pennsylvania	56.60
Rhode Island	28.34
South Carolina	26.66
South Dakota	8.43
Tennessee	14.84
Texas	(data not available)
Utah	52.05
Vermont	35.80
Virginia	20.47
Washington	43.10
West Virginia	22.37
Wisconsin	29.55
Wyoming	20.58

National Average: 28.71 (This average is approximate; it was computed without the following state data: Idaho, Nebraska, Indiana, Florida, Iowa, Oklahoma, and Texas)

National Average excluding the data from the Southern states: 31.56.

Average computed from the data of the Southern states only: 17.97.

Old Age assistance

State	Number of recipients	Average per recipient
Alabama	14,825	46.80
Alaska	2380	131.05
Arizona	13,426	62.59
California	279,454	106.51
Colorado	42,776	95.40
Connecticut	6,022	81.23
Delaware	1,455	64.54
D.C.	2,316	88.44
Florida	74,595	66.08
Georgia	92,938	59.21
Hawaii	1,324	104.87
Idaho	3,961	76.94
Illinois	52,483	100.05
Indiana	21,818	93.02
Iowa	26,375	97.61
Kansas	20,463	94.48
Kentucky	59,403	61.71
Louisiana	130,799	81.88
Maine	10,796	83.69
Maryland	10,294	93.61
Massachusetts	50,823	95.55
Michigan	45,251	93.75
Minnesota	30.241	93.52
Mississippi	73,196	40.93
Missouri	99,870	69.55
Montana	4,201	83.33
Nebraska	10,785	95.80
Nevada	2,341	83.19
New Hampshire	4,299	109.70
New Jersey	13,980	90.37
New Mexico	10,013	98.62
New York	57,161	95.74
North Carolina	42,318	63.45

Old Age assistance(con't)

North Dakota	4,908	100.68
Ohio	80,017	90.01
Oklahoma	82,017	96.27
Oregon	9,709	72.74
Pennsylvania	44,972	81.96
Rhode Island	5,506	98.06
South Carolina	24,626	55.68
South Dakota	6,421	92.48
Tennessee	44,738	59.75
Texas	229,050	68.56
Utah	4,566	74.40
Vermont	5,267	91.57
Virginia	13,016	69.03
Washingtpn	30,741	81.92
West Virginia	13,815	54.98
Wisconsin	27,193	123.73.
Wyoming	2,371	86.22

Aid to Families with Dependent children

State	Number of Children	Average per recipient
Alabama	56,087	11.83
Alaska	3,583	35.02
Arizona	30,603	28.06
Arkansas	23,396	17.00
California	450,415	45.38
Colorado	35,140	38.76
Connecticut	40,927	49.11
Delaware	9,074	28.69
D.C.	18,247	33.30
Florida	87,410	15.54
Georgia	59,851	22.97
Hawaii	11,078	45.36
Idaho	7,199	39.19
Illinois	197,505	45.34
Indiana	36,714	31.51
Iowa	33,631	41.62
Kansas	29,270	39.90
Kentucky	60,430	25.22
Louisiana	81,501	23.09
Maine	13,544	30.86
Maryland	69,135	38.68
Massachusetts	77,298	49.55
Michigan	115,589	35.99
Minnesota	41,495	51.42
Mississippi	66,808	8.16
Missouri	82,656	24.31
Montana	6,101	36.29
Nebraska	14,086	33.89

Aid to Families with Dependent Children(con't)

State	Number of children	Average per recipient
Nevada	4,393	31.61
New Hampshire	3,522	45.48
New Jersey	85,920	50.96
New Mexico	23,044	33.06
New York	415,929	51.17
North Carolina	82,712	25.49
North Dakota	6,187	46.30
Ohio	143,401	32.55
Oklahoma	56,151	34.14
Oregon	24,979	41.43
Pennsylvania	201,240	33.78
Rhode Island	17,341	43.46
South Carolina	21,967	16.04
Tennessee	62,005	24.32
Texas	71,737	19.97
Utah	16.613	36.81
Vermont	4,051	29.49
Virginia	35,974	25.71
Washington	47,641	38.68
West Virginia	74,851	26.48
Wisconsin	32,947	51.28
Wyoming	3,083	38.14

Aid to the permanently and totally disabled

State	Number of recipients	Average per recipient
Alabama	14,825	46.80
Alaska	238	131.05
Arizona	4,006	67.01
Arkansas	9,686	64.08
California	81,863	119.72
Colorado	6,362	78.10
Connecticut	8,810	76.60
Delaware	489	74.15
D.C.	3,394	81.37
Florida	18,273	68.45
Georgia	27,533	62.19
Hawaii	1,328	152.77
Idaho	3,156	57.96
Illinois	30,506	106.67
Indiana	1,763	138.62
Iowa	1,415	98.67
Kansas	5,243	120.31
Kentucky	12,001	77.79
Louisiana	19,692	58.76
Maine	2,264	91.92
Maryland	8,116	94.54
Massachusetts	13,489	148.94
Michigan	13,644	102.48
Minnesota	4,829	129.01
Mississippi	19,614	45.79
Missouri	15,607	73.15
Montana	1,643	62.02
Nebraska	2,948	123,39

Aid to the permanently and totally disabled(con't)

State	Number of recipients	Average per recipient
New Hampshire	639	120.32
New Jersey	8,918	104.39
New Mexico	3,996	91.79
New York	36,108	134.17
North Carolina	23,091	76.38
North Dakota	1,763	125.87
Ohio	20,010	88.21
Oklahoma	15,298	113.04
Oregon	8,452	70.98
Pennsylvanis	21.431	87.70
Rhode Island	2,911	96.65
South Carolina	9,186	55.72
South Dakota	1.153	77.01
Tennessee	14,078	56.75
Texas	10,106	56.89
Utah	4,957	77.07
Vermont	1,350	88.31
Virginia	6,889	73.73
Washington	18,819	64.57
West Virginia	5,776	53.46
Wisconsin	6,533	127.93
Wyoming	719	86.61

States' Rank According to 1964 Per Capita Income (H.E.W. pamphlet)

1 Washington, D.C.
2 Delaware
3 Connecticut
4 Nevada
5 New York
6 ALaska
7 California
8 Illinois
9 New Jersey
10 Massachusetts
11 Maryland
12 Michigan
13 Ohio
14 Washington
15 Hawaii
16 Oregon
17 Philadelphia
18 Missouri
19 Colorado
220 Indiana
21 Rhode Island
22 Wisconsin
23 Wyoming
24 New Hampshire
25 Iowa
26 Minnesota
27 Nebraska
28 Kansas
29 Montana
30 Florida
31 Virginia
32 Arizona
33 Texas
34 Utah
35 North Dakota
36 Maine
37 Vermont
38 Oklahoma
39 New Mexico
40 Idaho
41 West Virginia
42 Georgia
43 NOrth Carolina
44 South Dakota
45 Louisiana
46 Tennessee
47 Kentucky
48 Alabama
49 South Carolina
50 Arkansas
51 Mississippi

Emory Via

STATE FINANCES: 1965

STATE TAX REVENUE, BY TYPE OF TAX (IN %)

			SALES AND GROSS RECEIPTS								Income Taxes (3)							
					Selective													
	TOTAL (in millions)	Per Capita (1)	Total	General	Motor Fuels	Tobacco	Alcoholic Beverages	Insurance	Public Utilities	Other (2)	Individual	Corporate	Motor Vehicle Licenses	Property Taxes	Severance Taxes	Corporation Licenses	Death & Gift Taxes	Other (4)
Number of States Using Tax	50	50	50	37	50	48	50	50	39	27-29	36	38	50	44	29	50	49	.....
U.S. Total	$26,104.0	$137	57.7%	25.7%	16.5%	4.9%	3.5%	2.8%	1.9%	2.3%	14.0%	7.4%	7.2%	2.9%	1.9%	2.0%	2.8%	4.1%
Alabama	414.4	120	72.6	37.2	21.0	4.9	5.4	2.5	1.1	0.6	11.2	4.7	1.1	4.1	0.4	3.0	0.4	2.5
Alaska	44.0	174	29.3	.....	13.6	5.1	7.1	3.0	0.4	.....	36.6	4.3	6.4	*	7.1	0.2	0.8	15.3
Arizona	237.0	147	63.0	37.2	16.4	1.8	2.3	2.1	1.7	1.5	6.1	4.6	6.2	14.1	.....	0.3	3.3	2.4
Arkansas	217.9	111	70.3	35.0	22.6	5.5	3.3	2.5	.....	1.4	8.2	6.3	8.3	0.2	2.1	0.5	0.4	3.6
California	3,132.2	168	56.6	30.1	16.3	2.4	2.1	3.0	0.5	2.1	13.1	13.3	5.5	5.7	*	*	3.7	2.1
Colorado	268.2	136	50.9	23.7	17.2	2.8	3.0	3.0	0.1	1.2	22.4	8.9	[illegible]	[illegible]	0.5	0.3	2.6	4.6
Connecticut	390.5	138	68.2	31.5	14.7	6.2	4.1	4.8	6.0	0.9	.....	14.7	[illegible]	.....		0.3	7.9	[illegible]
Delaware	120.9	239	21.6	.....	10.3	3.3	1.8	2.1	*	4.0	34.9	8.4	[illegible]	[illegible]		13.1	14.1	3.1
Florida	762.4	131	74.9	34.2	20.5	2.3	8.9	2.4	1.6	5.1	.....	.....	[illegible]	[illegible]	[illegible]	0.6	1.4	8.8
Georgia	548.4	126	72.5	37.8	19.5	6.5	5.8	2.8	.....	*	11.7	8.8	[illegible]	[illegible]		0.5	0.4	1.7
Hawaii	154.8	218	68.0	49.9	7.1	1.7	2.7	1.8	4.8	.....	24.9	4.9	*		.....	0.1	0.7	1.3
Idaho	92.2	133	32.2	.....	19.1	4.8	3.2	3.6	0.9	0.7	31.3	8.8	11.8	6.4	0.2	0.6	1.1	7.6
Illinois	1,218.7	114	84.6	51.1	13.9	4.9	3.9	2.9	5.2	2.6	.....	...	10.1	0.1	.....	0.7	2.7	1.8
Indiana	648.6	133	66.9	39.7	18.1	4.2	2.5	2.4	.....	*	19.0	[illegible]	[illegible]	1.8	*	0.4	1.5	2.1
Iowa	331.3	120	57.9	28.0	19.8	4.6	2.2	3.1	.....	0.1	17.4	1.8	16.4	[illegible]		0.1	3.0	2.3
Kansas	265.3	119	63.3	34.2	17.9	5.5	2.7	3.0	0.1	....	12.5	4.3	10.2	3.0	0.2	0.4	1.8	3.3
Kentucky	391.5	123	63.4	29.9	19.4	2.4	4.1	3.4	.....	4.1	14.5	7.5	[illegible]	5.4	0.1	0.9	2.3	2.2
Louisiana	581.3	164	48.8	20.5	13.3	5.4	4.1	2.3	1.5	1.8	4.0	[illegible]	2.0	[illegible]	30.8	3.0	0.9	2.7
Maine	117.7	119	79.3	39.5	22.5	6.8	3.0	2.6	3.7	1.1	.....		8.5	[illegible]		0.4	4.1	5.8
Maryland	527.5	150	55.1	21.6	14.7	4.5	2.2	2.3	2.4	7.4	26.6	[illegible]	6.0	[illegible]		0.2	1.4	2.2
Massachusetts	675.0	126	32.3	.....	13.5	7.2	4.6	2.9	.....	4.2	32.6	7.3	3.2	*	.....	13.6	4.7	6.3
Michigan	1,328.6	162	71.0	44.7	13.4	5.6	4.1	2.1	.....	1.1	.....	.....	6.3	5.0	0.1	6.7	1.3	9.6
Minnesota	519.5	146	33.3	.....	15.2	5.9	4.2	2.6	4.9	0.5	33.5	8.7	9.4	6.0	3.3	0.1	2.7	3.0
Mississippi	266.3	115	75.7	40.9	21.8	6.6	2.3	2.9	0.1	1.1	3.3	5.5	3.7	1.4	4.5	2.0	0.6	3.3
Missouri	503.8	112	70.0	42.9	17.2	4.5	2.1	3.3	*	*	11.3	2.6	9.3	1.2	*	1.6	1.5	2.5
Montana	79.6	113	44.7	.....	25.8	7.9	5.2	3.5	2.3	.....	20.9	7.4	5.6	6.8	3.6	0.2	3.1	7.7
Nebraska	115.2	78	57.0	.....	41.3	8.2	4.2	2.3	.....	1.1			6.0	20.4	0.9	0.4	0.2	5.0
Nevada	75.2	171	76.0	30.6	15.3	5.8	4.5	2.4	.....	17.4	.....		11.3	5.9	*	1.0	.....	5.9
New Hampshire	54.0	81	63.3	.....	30.8	10.4	2.5	4.5	1.2	13.8	3.9	...	14.1	4.3	[illegible]	0.7	4.2	9.5
New Jersey	543.6	80	56.3	.....	25.3	13.2	5.5	4.5	2.5	5.3	1.5	6.6	15.1	0.4		.7.4	8.9	3.7
New Mexico	188.4	183	58.9	33.5	15.2	4.0	1.7	2.2	0.4	2.0	8.6	(3)	8.7	5.4	14.7	0.7	0.6	2.4
New York	2,862.3	158	26.0	.....	8.8	4.4	2.2	2.8	2.9	4.9	39.5	15.4	5.3	0.2		0.1	3.7	6.6
North Carolina	688.0	140	53.9	24.5	18.0	.....	3.7	2.6	5.1	.....	19.8	11.5	5.5	2.4		1.7	1.8	3.4
North Dakota	82.1	126	60.7	28.6	18.6	5.6	4.4	2.8	*	0.5	9.7	3.0	14.7	3.3	4.1	0.1	0.6	3.8
Ohio	1,035.9	101	74.6	31.3	23.9	6.4	3.9	3.5	4.4	1.2	.....	...	11.9	4.6		5.4	1.2	2.3
Oklahoma	357.6	144	57.9	19.4	19.7	6.0	3.9	5.5	0.2	3.2	7.4	[illegible]	12.6	.....	10.3	[illegible]	2.7	2.6
Oregon	278.8	147	20.6	.....	16.6	.....	0.6	2.5	0.1	0.7	48.7	9.5	11.4	0.6	[illegible]	[illegible]	4.2	4.5
Pennsylvania	1,554.5	135	67.0	35.3	16.0	6.9	4.0	2.4	1.8	0.6	.....	11.9	6.0	0.1		[illegible]	4.5	6.1
Rhode Island	124.6	140	71.1	29.7	15.5	7.6	2.8	2.7	4.9	8.0	.....	9.9	7.2	.....		[illegible]	7.4	4.1
South Carolina	309.5	122	69.0	30.0	19.9	4.2	7.8	2.7	2.1	2.4	14.0	7.9	3.3	0.4		[illegible]	0.8	4.1
South Dakota	64.2	91	77.8	28.4	26.6	6.3	5.5	4.4	*	6.6	.....	0.9	13.1	*	[illegible]	0.1	2.1	5.6
Tennessee	433.9	113	72.1	37.0	21.7	6.6	2.8	3.2	0.5	0.3	1.6	7.2	8.5			2.7	2.2	5.9
Texas	1,187.2	113	60.9	18.7	19.3	9.3	3.7	3.3	2.1	4.5	.....	.....	8.8	3.7	[illegible]	4.4	2.3	2.6
Utah	147.5	149	58.4	34.8	16.4	3.5	0.7	2.3	0.1	0.5	15.3	4.5	5.2	9.8	2.1	[illegible]	[illegible]	3.0
Vermont	63.2	159	43.4	.....	15.8	6.5	8.6	2.3	2.2	8.0	29.6	5.2	13.6	0.5		0.1	2.6	5.1
Virginia	477.6	107	40.5	.....	23.3	3.3	5.6	3.6	4.7	*	29.7	8.3	9.4	2.9	[illegible]	0.3	1.3	7.4
Washington	601.6	201	81.2	54.0	13.9	3.8	3.5	1.7	4.0	0.3	.....	.....	4.8	7.7		0.2	2.8	3.4
West Virginia	241.4	133	78.5	46.5	15.1	4.7	1.4	3.1	.....	7.7	8.6	.....	8.1	0.1	.....	0.6	1.7	2.3
Wisconsin	732.4	117	34.0	11.4	11.6	4.8	2.6	1.7	1.9	*	37.3	11.2	6.7	5.6	*	0.1	2.9	2.3
Wyoming	47.9	141	55.4	28.3	19.2	3.7	1.3	3.0	.....	.....	.....	.....	18.4	17.7	0.2	0.3	1.1	6.9

Note: Lines may not add up to or might exceed 100.0% due to rounding.

* Less than 1/10 of 1%.

(1) Based on provisional estimates of resident U.S. population as of July 1, 1965.

(2) Parimutual, Amusement and miscellaneous other taxes.

(3) Corporation and individual income taxes for New Mexico are combined and are tabulated under individual income taxes.

(4) "Other" includes following taxes: Poll, Document and Stock Transfer; Total License Tax Collections less Motor Vehicles and Corporation License Collections; and Miscellaneous.

Source: U.S. Department of Commerce, Bureau of the Census, *State Tax Collections in 1965*, GF-No. 1 (October 1965)

Prepared by the AFL-CIO Department of Research

P.W. L.C

BROTHERHOOD WEEK, NEGRO HISTORY WEEK

Teaching Toward the American Dream

Brotherhood Week and Negro History Week—traditionally observed throughout the U.S. in February each year—bring a special significance and responsibility to teachers.

This commemoration of two interrelated ideas offers to classroom teachers a chance to help improve curriculum and planning in these fields and an opportunity to do something more in the field of human relations in their own classroom instruction.

The AMERICAN TEACHER is proud to present on these two pages articles by two persons of prominence in the freedom movement. Dr. John Hope Franklin, Professor of History at the University of Chicago, is one of the leading Negro historians of our time. His article, excerpted from a talk before a group of California college students last year, examines the roles to which minority groups have been relegated in most history books and classrooms in the U.S. in the past.

Arthur Reese, a social studies teacher in Detroit, is the new national chairman of the Freedom Schools Project of the American Federation of Teachers. He graphically describes last year's Freedom School Project and asks for assistance from teachers in promoting the forthcoming summer project.

★ ★ ★

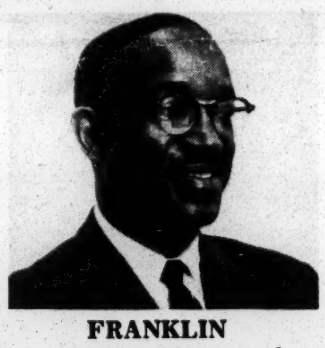
The Negro in U.S. 'History'

BY DR. JOHN HOPE FRANKLIN
Professor of American History, University of Chicago

I believe that one of the principal reasons why views of racial inequality persist in America and why the move toward achieving equality for all Americans is so slow is that we who teach have not assumed our full responsibility for teaching the truth about ourselves and our history. We do all too little to dispel the distortions, the misunderstandings, and the misrepresentations that make it impossible for us to have a clear picture of our social order and how it evolved.

We have too little to say in our classrooms about these matters; and we do not expose the roadblocks that prevent the fulfillment of the promise of equality.

I believe that the classroom is the place to discuss the issues and to focus on the roadblocks that prevent the fulfillment of the American dream. How can our young people see the problems that confront them and how can they become responsible citizens who seek the fulfillment if they do not know that there are roadblocks? They should know, for example, that the obstacle course over which the struggle for equality has been running for the past century and a half was produced early in our history. The course itself—and the institutions that are a part of the course—has become so hallowed that it is virtually impossible for us to see the roadblocks that have been set up along the way. Let me illustrate.


FRANKLIN

When the Committee appointed to draft the Declaration of Independence made its report to the Continental Congress in 1776, it recommended that the King of England be censured for instituting and perpetuating slavery and the slave trade. The Committee, of which Thomas Jefferson was the leading member, wanted Congress to say of the king that "he has waged cruel war against human nature itself, violating the most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither." It was a ringing indictment of slavery and the slave trade. It was very much in keeping with the views set forth by some of the patriots, not the least eloquent of whom was Mrs. John Adams who had said two years earlier, "It always appeared a most iniquitous scheme to me to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have."

'UNTENABLE POSITION'

But the members of the Continental Congress, particularly the large slaveholders, would not have it so. What if the indictment were **included**, and what if the colonists **won** in their war against the king? Their position would be untenable if they did not end the slave trade and set their slaves free. No, they had no intention of doing that; and, consequently, they decided not to arraign the king for his role in slavery and the slave trade. Thus, the Declaration of Independence was adopted and proclaimed to the world without retaining the consistency that Mrs. Adams desired.

Thus, also, the United States became the **only** country in the New World, except Brazil, that fought for political independence and, at the same time, failed to move significantly toward equality for all its people. In this regard Haiti, Mexico, Argentina, Peru, and the other Latin American countries — not the United States — led the new world toward human freedom.

I submit that no discussion of the Revolution movement and the writing of the Declaration of Independence is complete without a discussion of the conclusion that the patriots reached that they could fight for **political freedom** without carrying on a simultaneous struggle for human freedom. For herein lies the historical origin of the ambivalence that has characterized our position on human relations from that day to this.

TEXTBOOKS AND SLAVERY

There are other examples of areas of controversy that should be discussed in the classroom, if we are to move toward the fulfillment of the American dream. I have had the opportunity in recent months to examine with some care a great number of textbooks in American history that are used widely in our schools. Many of them, in their discussions of slavery, assume that Negroes are a docile, tractable, irresponsible, childlike race. This assumption does not permit a discussion of the thousands of slaves who committed suicide rather than submit to the barbarism of slavery. It makes no allowance for the resistance to the institution by thousands of slaves who ran away, poisoned their master's food, murdered their masters, and revolted in order to get away from the institution. It is not a pleasant thought; but slavery was not a tea party, but a ruthless, brutal, inhuman institution. It was maintained by force; and many Negroes used force in their effort to escape.

'BRUTAL, UNAMERICAN'

The underlying assumptions about slavery make no allowance for the wide variety of talents and training that one sees among the slaves themselves. Here and there one sees pictures of slaves picking cotton, but one never sees pictures of slaves as carpenters, ship pilots, wheelwrights, and cobblers. One learns nothing about the thousands of slaves and free Negroes who were literate and who had groups and organizations that gave them experience in responsibility and leadership. One learns nothing of Negro abolitionists; of how Frederick Douglass and a score of other Negroes took the message of the American slave to Europe and raised money for the cause of abolition; how Harriet Tubman worked as an agent of the underground railroad and led more than 200 Negroes from slavery to freedom. One hears nothing of the half million Negroes who were not slaves before the Civil War and of their roles in the complicated political and social picture both in the North and the South.

If we are to discuss slavery at all—and we cannot deal with American history in the classroom without discussing it—it must be considered as the brutal, unAmerican institution that it was. Many texts make no mention of slavery at all until they begin to discuss the Civil War, while denying that slavery caused the War—they sentimentalize over it as though it was not barbarism unbridled. It must be considered as the instrumentality by which Americans rationalized and defended the denial of equality. It must be regarded as a profoundly significant roadblock that prevented Americans in the first half of the nineteenth century from realizing the dream of equality and whose residue, in the form of segregation and discrimination, provide such roadblocks, even at the present time.

There is little hesitation on the part of any of us to dwell at considerable length, in our

(Cont. on Page 6)

Freedom Schools: 1965 and 1966

By ARTHUR REESE
AFT National Freedom Schools Director

AFT Freedom Schools in 1965 were conducted as a supporting program for the Freedom Democratic Party in Mississippi and for the Southern Christian Leadership Conference in Alabama and Florida.

I served as director of the AFT Mississippi Freedom Schools and co-coordinator with my wife, Carolyn of the same project for the FDP of Mississippi. Because my wife and I were volunteers and had served as coordinators for the Hattiesburg, Miss. Freedom Schools in 1964 the MFDP felt confident in turning over its entire freedom school program to the AFT. Thus the freedom schools of Mississippi were in reality the AFT Freedom School project and were financed and totally staffed by AFT approved teachers.

Through the cooperative effort of the MFDP, the AFT director and the local community, the Freedom Schools adhered more closely to the ideals of the Freedom Movement even in the face of the much more difficult conditions of 1965.

The Mississippi summer projects of 1965 did not attract the great numbers of people from wealthy and influential families as did the 1964 summer projects. Thus the great supply of funds and materials of all kinds were not available to us. Nor was there the great hoard of assorted skills available for assistance in preparing freedom school teaching aids and for soliciting office equipment and supplies. Without these people of influence the news media was far less interested than in the prior year.

Most news which came out of Mississippi during the summer came from articles written by the local southern press, and this was definitely very limited and generally unfavorable to the civil rights movement. As the result of the almost complete desertion of the national press, the hostile southern white racists were free to — and did — engage in more and varied kinds of harassment of civil rights workers. And cooperation with the total civil rights movement or any part of it by the local Negro citizens became a very risky business.

Many of the local southern Negroes who participated in civil rights activities paid a dear price during the summer. Many were beaten, bombed, burned and intimidated in every way. Because of this fact, the freedom school program had an "uphill" struggle for initiation and survival during the early part of the summer. It was difficult to find places for our teachers to live, places to use as freedom schools, help in canvassing and notifying the communities that freedom school teachers were available.

Although many more of the local Negro people participated with us in every way during the summer, we, like all other divisions of the movement, remained desperately short-handed all summer long. We needed more teachers, more office equipment, more books by and about Negroes, more transportation, more places for freedom schools and offices.

In spite of the gravity of the situation, the only complaint that we heard from the teachers was that the period of conducting the Freedom Schools was too short. We conducted the orientation longer than we had originally planned because the MFDP had to combat the forces which were making conditions unsafe for freedom workers to congregate in groups or do the work necessary to recruit workers and students.

There was so much harassment by the local white citizens and police that even small pre-school age children were not safe in many areas.

Many of the teachers experienced several false starts before they got their classes started. In spite of all of the problems at the summer's beginning, the year, 1965, was one of great success. Although there were stepped up hostilities on the part of the segregationists, the total Freedom Movement generally, and the Freedom Schools specifically, made great strides in many ways because of the

(Cont. on Page 6)

Freedom Schools

(Continued from Page 5)

determination and cooperative efforts of local Negroes and teachers as well as funds contributed to the Freedom School project by AFT members and friends.

The money contributed by the AFT teachers, friends and students proved adequate for supplying the 26 teachers who volunteered their services for the summer with basic materials except for books on Negro history, office equipment and blackboards. With the materials the teachers were able to provide experiences for the students that they had never had before in many instances.

AFT can boast with pride that their volunteers were outstanding in the service of developing the spirit of freedom and democracy. They absorbed the true spirit of the freedom movement in their attitudes and actions and performed outstanding services to the communities in which they worked.

Our teachers accompanied students to parks where no Negroes had been admitted previously; they took students into places of registration so that Negro children could see how people registered to vote; and some teachers took students into libraries where no Negroes had been allowed to enter before.

Nor was their determination limited to student involvement. Some teachers attended White Citizen Council meetings so as to better understand the feelings and rationale of the southern middle-class antagonists. Some teachers made direct confrontations with members of the Ku Klux Klan. We had teachers who volunteered to participate in the integration of restaurants and from all of these feats we had only one casualty among the teachers — a broken ankle suffered when a teacher was knocked down and stomped by a group of white men while leaving a restaurant with a group of students. Some of the teachers had to run for their lives, but they refused to hide and continued to serve their communities with bold determination.

Freedom schools were conducted in both rural and urban areas. The range of ages of students was just as great as that of 1964, however, more people above the age of 60 participated as students during 1965. Freedom Schools were held in areas in which the poverty program existed and reached students who were left out of the programs as well as students who were totally uninterested in the existing federal programs. Schools were also conducted in rural areas where the people had not heard of poverty programs. In one area the freedom school classes were conducted in the same room at the same time that Head Start classes were being conducted.

As was the case in 1964, the most popular courses were Negro history, political education, race relations and hygiene. None of the classes was satisfied with just studying and discussing. They developed programs for civil rights action. Their programs were student oriented and directed.

The teachers, in the true spirit of the civil rights movement, not only did a tremendous job of helping to develop local leadership but were quick to withdraw from positions of authority and leadership as soon as the local persons expressed a willingness to take over or function on their own. Our teachers helped to develop and expand tutorial programs in those communities where such programs were desired by the people. Many other commendable tasks were performed in spite of the fact that Mississippi was much more dangerous for civil rights workers during the entire year of 1965. A greater number of people involved in civil rights activities was killed and injured during 1965. More homes and churches were bombed and burned. Sixteen homes were burned in one city in one night! An increasing number of violent attacks was made upon Negroes.

Material for classroom use in connection with Brotherhood Week is available from the National Conference of Christians and Jews, 43 West 57th St., New York, N.Y. 10019.

Bibliographies of teaching materials, including books, films, records, filmstrips and an article, "Operation Brotherhood" by Edward G. Olsen, Associate Director of the NCCJ Chicago Office, are excellent sources of classroom projects. They are all available by writing NCCJ.

Nevertheless, the year, 1965 was an outstanding year for this was the year that local Negroes of Mississippi on the whole took the leadership roles, accepted and used outsiders as resource people rather than as "leaders". The local Negroes decided for themselves the kinds and courses of activities in which they would become involved. Hence, demands were met to organize precincts, to integrate public facilities, boycott businesses and plan freedom school curricula. The teachers integrated themselves into the summer programs excellently. Their courage was commendable. Two of our teachers volunteered to participate in a march in which they knew beforehand that all who participated in the march were going to jail. Not only did they go to jail but they conducted freedom school classes during the week that they were incarcerated. All of our teachers volunteered to stay in Mississippi one or two weeks longer than they originally planned and most of them said that they looked forward to returning for the summer of 1966!

There is no doubt that the teachers contributed effectively in accelerating the move toward self-determination in the areas in which they worked. This was our special aim above all else and the orientation was geared to this end.

There was much soul-searching done in orientation to determine our true feelings about people. We discussed our proper roles and honest impressions of one another's motives as they revealed themselves regardless of the harshness of the truth of our impressions. We all struggled to learn to "listen" to one another and accept whatever criticism regardless of the pain. Local people and leaders of every division of the civil rights movement in Mississippi were brought in as resource people in ths preparatory period. The orientation was a rewarding and provocative experience and will serve as a pilot approach for future orientation.

Plans are now in the making for the 1966 AFT freedom program. Fund raising will begin immediately and orientations are being plan-

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The Negro in U.S. 'History'

(Continued from Page 5)

courses in American history, on the Civil War. It is most frequently described as the War between the States—a most unfortunate, even a tragic conflict in which brother was arrayed against brother and one in which gallant heroes went down to defeat in a glorious, if lost cause. But the Civil War was more than that. It was a fight for the life of the nation, one in which the forces arrayed against equality sought to destroy once and for all the American dream of equality.

But it was even more than that. It was also a fight for HUMAN FREEDOM, in which black and white alike gave their all to secure the blessings of liberty and equality.

Some of us who teach and write seem not to realize this. In referring to the emancipation of the slaves during the Civil War one historian said, not many years ago, "The American Negroes are the only people in the history of the world . . . who ever became free without any effort of their own . . . They had not started the war nor ended it. They twanged banjos around railroad stations, sang melodious spirituals, and believed that some Yankee would soon come along and give each of them forty acres and a mule." Thus, with one stroke of his faulty pen, this historian brushed aside the services of 186,000 Negroes who bore arms for the army of the United States, thousands who risked life and limb to serve as spies, scouts, and sabateurs against the Confederacy.

We do the Civil War an injustice and we do our students an injustice when we merely romanticize about the Civil War and fail to come to grips with the great issues that were involved. It distorts to say that slavery was not an issue, indeed THE issue that ushered in four years of bloody battle. It misplaces values altogether to hold up Robert E. Lee as the ideal Christian soldier. It is well for our students to realize that this is the man who had sworn to uphold and defend the Constitution, whose entire education was financed by taxpayers, and whose salary was paid by taxpayers for 20 years and who, in the first crisis turned his back on his country. Yet, he receives more attention than the vast numbers of loyal Americans who gave their lives for Union and freedom. (In a textbook that I examined for a New York publisher a few years ago, there were two pictures of Lee and none of any Union general).

Such a distortion would be ludicrous if it were not so lamentable. I suspect that the AVERAGE, level-headed child in the 8th grade realizes this. And when he observes that such attention and adulation is misplaced, it doubtless has the effect of raising in his own mind quite serious questions about the validity of many positions advanced in the classroom or in his textbooks.

RECONSTRUCTION DISTORTED

A few days ago I was reading one of the best high school textbooks in American history. The subject was Reconstruction. It described carpetbaggers and scalawags as unscrupulous men and asserted that Negroes were tools and dupes in their hands. It spoke of the three groups, working together, appropriating large sums of money in the Southern state legislatures for "unwise things." It said nothing of the large number of former Confederates who were officials in the Reconstruction governments. It said nothing about the large number of so-called Carpetbaggers, motivated by the highest ideals, who made numerous sacrifices to bring a measure of equality and democracy to the South. It said absolutely nothing about the many Negro officials who were educated in the universities and colleges of the North and of Europe. It did not say that much of the money spent was not for "unwise things" but for the first public school system and the first welfare programs that the South ever had. There was no mention of the fact that many of the Confederates themselves benefitted from some of the "unwise" expenditures. And there was no mention of the fact that when Reconstruction was over, there was about as much corruption in the white post-Reconstruction governments as there had been in the Reconstruction governments themselves. What we have, then, in this textbook—as in many textbooks in American history and, indeed, in more classrooms than I wish were the case—a picture of Reconstruction that glosses over the real issues, that removes controversy not by resolving it through intelligent discussion, but by ignoring the issues and problems that tend to be controversial or disputable. Under such circumstances our students come away from an examination of this most critical period in the history of our country with a specious, spurious, and distorted notion of what actually happened.

The result of the avoidance of an honest and constructive treatment of this period haunts us today. The Reconstruction era becomes in the middle of the 20th century the center of controversy in virtually any discussion of Civil Rights legislation. Examine, if you will, the debates in Congress during a consideration of the Civil Rights Act of 1964. A favorite argument of the opponents of the bill was that it would return the nation to a state of affairs like that of the Reconstruction era. It would bring about Negro rule, one Senator argued; although he should have known that there was no Negro rule anywhere, and the South would be humiliated once again by federal troops as it had been during Reconstruction, although a cursory reading of the report of the Secretary of War would reveal that no such military occupation ever existed. Until we face the controversial issues surrounding the Reconstruction era with candor and honesty, we shall continue to raise up generations of citizens who can be exploited by ignorant, misguided, or demagogic politicians. Such misinformed citizens can be persuaded to pursue a course of action about present problems that will be based on a misunderstanding of the past. This constitutes a formidable roadblock in the fulfillment of equality in American life.

To render an issue non-controversial by removing from it any elements that may disturb the sensitivities or the prejudices of certain groups and individuals is not to perform the kind of teaching that will be valuable to the students.

NEGROES AND THE MELTING POT

Misapprehensions created under such circumstances are no better than other forms of deception, and if they are innocently created they constitute a disservice. I suspect that there are too many of us who are more interested in keeping our children happy than in having them informed. But happy, ignorant children grow up to be unresponsible, deluded adults. Have you ever noticed that virtually all the charts showing immigration to this country — from the colonial period down into the twentieth century — are based on the migrations to the New World of Europeans and Asians? Indeed, in many of our immigration charts Asians get little or no attention; and in most of them Africans get no attention at all. It thus becomes possible for us to teach about the American melting pot, into which are dumped all the population of the United States except about one-eighth or one-tenth. It mattered not that Negroes were involuntary immigrants. So were many of the English men and women who were kidnapped for service in the New World. If the latter are to be counted as immigrants, so should the Negroes from Africa.

But if one counts Negroes as immigrants, what does that do to the beautiful theory of the melting pot? Perhaps it upsets it, especially as one observes that as far as Negroes are concerned the pot is not melting or boiling, but barely simmering. It has simmered, however, in a most peculiar way. Despite the laws to the contrary, dating back to early colonial days, whites and Negroes have mixed; and the result is a racially mixed population today that perhaps numbers in the scores of millions. There are not only the "legal" Negroes of mixed blood, that constitute much more than half the Negro population in the United States, there are also the large numbers of whites who are "legally white" but have mixed Negro and white ancestry. It is well to recall that within the present century the state of Virginia has twice changed the law defining a Negro. It is also well to recall that some 16th states—obviously not all of them in the South—have laws against the intermarriage of whites and Negroes. We are naive indeed, if we think that children of today do not see the paradoxes, the inconsistencies, and the hypocrisy of our laws, practices, and customs.

If the question arises as to why a white person in Virginia in 1929 was made a Negro by law in 1930, what would we—as teachers—say? If students in our classes asked us to explain why, in a country that speaks of equality, there are laws against intermarriage, what would we—as teachers—say? I hope that we would be honest enough to say that they spring from the same tradition of racism that the Nuremberg Laws sprang from and that our great hope would be that we could, somehow, overcome them — to live them down rather than to live with them.

What would be our reply to questions raised by our students as to why we have such a furor over neighborhood schools? Would we tell them that the excitement is of recent origin; that there was once a time when we valued content of courses and shared experience over the proximity of the school. Would we tell them that the zeal as well as the interest in preserving the neighborhood school is directly related to the interest in

(Continued on Page 9)

Louise Cole

LISTING OF WORKS ON NEGRO POPULAR

Westchester Library Sends Booklet Over the World

9/11/66

Special to The New York Times

WHITE PLAINS, Sept. 10—The Westchester Library System is accustomed to acquiring books that are best sellers for its 45-member libraries throughout the county. This week it reported that it has, to its great surprise, a best seller of its own that is being acquired by libraries throughout the world.

The popular booklet is entitled "Negro Life." A foreword in it says that "for more than 300 years Negroes have been making their unique contributions to the mixture known as American culture." Then it lists 32 books and three films that describe the American Negro's struggle for integrated acceptance.

The list was prepared largely by chance at the tiny Katonah Village Library when Miss Georgiana Taylor, a librarian, noticed that many people in the white community were asking for books on Negroes and their contributions to America. She set up special shelves of material on the subject and then mimeographed the list.

When the library system heard about the list, a printing of it was ordered. A distribution of 5,000 copies was expected, but notices about the booklet got into national library publications. Requests for copies began arriving from every state and from Australia, Japan, Germany, Canada, France and other countries.

128 Ingraham St. N.W.
Washington, D.C.
Sept. 26,1966

MR. Paul Anthony
Director
Southern Regional Council
5 Forsyth St. S.W.
Atlanta, Georgia

Dear Mr. Anthony:

Included in this envelope is the critique of the report Public Policy and Minorities.

You will note that I have presented my criticisms in the form of more specific suggestions and recommendations.

I hope that you will find the information included, useful and satisfactory. I remain available for further explanation and clarification concerning this critique, if you need it.

Sincerely,

Hanes Walton

Hanes Walton, Jr.

A CRITIQUE AND ADDENDUM

to the Report

Public Policy and Minorities

Prepared by

Hanes Walton, Jr.

It is evident that the report in question emphasizes the passing of new laws and the establishing of state enforcement agencies to aid the Negro in his quest for true equality.

These two areas of concern and possible routes of action cannot be emphasized enough. However, it should be realized that legislation and state enforcement agencies alone cannot achieve this end. Greater participation by Negroes in all areas of state government should definitely be included in any revamping of state policies and programs.

The image of Southern State Government needs to be changed in the eyes of the Negroes. Agencies of the Southern State Governments are perceived or have been perceived by Negroes as perpetuators of a particular social system, i.e., slavery, segregation and tokenism. Systems designed to keep the Negro from enjoying full equality.

Therefore, it is evident that more laws and minimum enforcement alone will only tend to frustrate Negroes to an even greater extent. The laws may exist but the people who enforce the laws, and those who are members of the bureaucracy are under suspicion and rightfully so in many cases. For both middle and lower class Negroes feel the same sense of alienation, frustration and inefficaciousness in dealing with Southern state governmental systems. This is true of the lower class Negro to a greater degree because it is he who has to deal more often with the welfare agencies, policemen, courts, state employment agencies, etc.

All in all, this report urges that Negroes be allowed to participate fully in all levels of Southern state governmental agencies. This step, which was not included in the report in question along with new laws and enforcement agencies should instill greater confidence, respect and cooperation for southern state government.

In the points listed below specific suggestions will be made to show how full participation along with the new laws can insure these rights.

This report stresses that the greater the incidence of identification in the system, the less likely the individual will feel alienated. Therefore, the more he will exhibit trust and confidence for it.

The specific public policy recommendations suggested are:

1. <u>The Resources Office</u>

   a) Particular attention should be paid to the nature, type and kind of departments.
   b) It should be headed up by a board instead of having a single head. The minority group should be equally represented and the chairman picked by the Governor and others elected. Ex. 7 members (3 whites, 3 Negroes and the Chairman).

2. <u>Education</u>

   a) More Negro Junior Colleges with generous financial assistance given by the State.
   b) State aid to Private Negro Colleges in form of loans, etc.
   c) Volumes at the Negro State College Libraries increased.
   d) State educational loans and scholarships to worthy Negro College students.
   e) Negroes appointed to the States' Department of Education, if only in Ex-officio or temporary position to just voice their opinions if they cannot vote on crucial matters.
   f) State apportionments to local school boards should have certain conditions attached to speed integration, equalize salaries, teachers and other school officers.
   g) Retraining and replacing all Negro teachers removed by integration. This should be paid for entirely by state governments.
   h) Strict state compulsory school attendance law enforcement especially in Negro schools where the drop-out rate is high.
   i) Closer State supervision of rural areas to insure integration for the minority group.
   j) State adult education classes should be offered at neighboring colleges throughout the state, especially at the Negro State colleges free of charge. Short courses in both basic and skill education should be offered.
   k) Negroes should be added to the State Library agencies and Library-Extension agencies at all levels.
   l) A conference should be called of Negro educators throughout the state so they can list their basic needs.
   m) In addition to the suggestions offered in the previous report, these can be added.

SPECIAL REPORT

Louis Cole

SOUTHERN REGIONAL COUNCIL

5 Forsyth Street, N.W., Atlanta 3, Georgia

[redacted]

PUBLIC ASSISTANCE IN THE SOUTH

November, 1966

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PUBLIC ASSISTANCE IN THE SOUTH*

THE FACT OF NEED

More of the poor of the United States live in the South than in any other region - almost half, according to 1960 U. S. census data.

The proportion of families trapped by poverty is larger in the South than in other regions. Almost one of every four is poor, according to U. S. census data.

Within the South, the proportion of Negro households in poverty is more than twice that of white households. A total of 17.9% of 12 million white families is poor, as opposed to 58.3% of 2.3 million Negro families, according to the Social Security Administration.

Ninety-seven of the 100 poorest counties in the United States are in the South.

These facts are the unanimous conclusions of analysts of American poverty who use differing economic categories and differing statistical sources. Whether the poverty line is defined as $3,000 or $4,000 per year or as a dependent

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*The "South" here referred to is the 11 former Confederate states and Kentucky. Statistics, unless otherwise indicated, are from the Department of Health, Education and Welfare.

variable of family size, age, and farm residence, the conclusions are the same. The South has more poverty overall, a higher rate of its occurrence, and the highest rate among its black people. (See also Tables 8 and 9.)

THE PLACE OF PUBLIC ASSISTANCE

Public assistance in the form of cash payments and aid has been a principal way to alleviate that poverty which consists primarily of monetary deprivation. It has been criticized as too limited, and as destructive of the family when administered in such a way that payments to aid children of impoverished families cannot be made when an employable male is in the house. Men out of work are forced to leave home so that the family will qualify for aid, according to the critics. It is not possible in the present study to resolve such controversy. The goal is to provide more information about the distribution of funds in the South under existing programs. The purpose is to describe what _is_ being done in order to enlighten discussion of what _ought_ to be done.

Three important clarifications should be made at this point. First, although public assistance is commonly called "welfare," it should not be confused with the total spectrum of social welfare programs. The funds for public assistance discussed here are separate from funds spent under programs

such as the Old Age Survivors and Disability Insurance of Social Security, unemployment compensation, job-retraining, and the war on poverty. Public assistance consists primarily of cash aid to the indigent aged who are largely uncovered by Social Security insurance, to families with dependent children which have little or no income, to the blind and the permanently and totally disabled, and to acute cases of need discovered by welfare workers (called general assistance in attached tables). These general case assistance programs receive no federal funds and thus vary widely depending on the available resources and the commitments of the states.

Public assistance has also included cash aid to the aged for drug and hospital costs. The statistics in this study cover only the program for such aid that existed before adoption of the broader Medicare program.

Public assistance is what some disparagingly refer to as "the dole." Its beneficiaries are overwhelmingly the aged, dependent children, and the physically handicapped. The beneficiaries, contrary to popular myth, are not adult males who prefer to "loaf."

Typical of confusion was a headline in a large southern newspaper which said "22 Million on Dole." If the reader went beyond the headline, he discovered the "dole" referred

to was largely from social security insurance funds for which the recipients had been directly taxed on every paycheck they received. Only 8 million of the 22 million were receiving a "dole," and most of them were either over 65 or under 18, or blind, or otherwise disabled, or sick. Public assistance is what goes to this distressed 8 million people. Since there are 1.5 million impoverished aged and at least 15 million impoverished children in this country, it hardly appears that public assistance with its 8 million recipients is going to more people than the degree of need requires. Indeed, it goes to far fewer than the number in need.

Moreover, from these facts it should be clear that public assistance reaches primarily those who are outside the labor force and thus cannot be aided by minimum wage laws and unemployment compensation. At the present time public assistance, however limited, is the only way being used to meet the problem of "monetary deprivation," a rather inane technical term which seeks to make a distinction between those poor whose only problem in satisfactorily adjusting to modern life is lack of money and those who need help beyond the simple getting of money.

The second clarification required is related to this issue of monetary deprivation. While not all poverty is

covered by the concept, much of it is. The Wall Street Journal in September, 1966, reported that "the Johnson Administration is becoming increasingly intrigued with a far-reaching new goal: Ending poverty via a Government guarantee of a minimum income for every American family." But, the article goes on to point out, the Viet Nam war and existent domestic spending along with fear of Congressional and public resistance preclude the possibility of a direct approach to the goal, such schemes as the guaranteed annual income or negative income tax (no tax for those below a specified level and payments to bring them up to that level). Instead, there would be a gradual approach, an effort to "patch up and fatten up" existing programs, including Social Security, public-assistance coverage and payments, rent and other supplements, and public employment. If the public assistance programs are as poorly conceived and administered as their critics charge, then the new effort may mean merely the waste of more money. A study of how present funds are distributed among the states and how the states allocate proportions to such needs as the indigent aged and dependent children should--regardless of the merits of the present programs--indicate the degree of patching and fattening that would need to be done.

The third clarification required here concerns the possible charge that to stress cash payments ignores the

"syndrome of poverty" approach. Poverty is more than a lack of money. It is a complex of social and personal deficiencies, rooted in the absence of opportunities for human development. This fact is more widely appreciated than ever before. Yet there is a danger of ignoring the economic component. While it is clearly true that for many of the poor cash payments alone will not mean getting out of the syndrome of poverty, it is equally true that better schools, health service, consumer education, housing and so forth will not alleviate an inability to get enough money to live on in the short run.

While cash payments alone will not suffice to end poverty for many of the poor, they will be sufficient to end poverty among those for whom deprivation is primarily or solely monetary. S. M. Miller argues persuasively that the majority of the poor are "stable," i.e. free from family or social pathologies and employed at steady but very low pay, low skill jobs.** Many of these stable poor in the South and in the nation need nothing more than direct cash aid for their children or their own old age - plus job retraining for themselves and good education for their children. The boost from this support should be enough to break the monetary deprivation cycle permanently for about half the American poor, according to Miller. For

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**S. M. Miller, "The American Lower Classes: A Typological Approach," New Perspective on Poverty, ed. A. Shostak and W. Gomberg (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p.27.

them, the end of monetary deprivation would also mean the end of the poverty syndrome. For others, the broader attack on all social and cultural deficiencies would have to continue.

The cost of a start on cash subsidies would vary with how much was attempted. The Wall Street Journal report cited previously said that government officials thought it would cost from 6 billion to 7 billion dollars per year "to move the more than 30 million 'poor' people just halfway from their present incomes to the minimum desired levels - $3,000 for a family of four." Leon Keyserling's report for the Conference on Economic Progress, Poverty or Progress, estimates that 12.7 billion dollars a year would mean $1,427 more a year for each of the 8.9 million families with incomes below $3,000 in 1963.

Whatever method is ultimately used, there is considerable movement toward greater use of direct cash subsidy to end the poverty of monetary deprivation. Thus, it becomes extremely important to understand how cash subsidy is now used.

WHAT IS SPENT IN THE SOUTH FOR PUBLIC ASSISTANCE

What follows is primarily an examination of the status quo in public assistance. It tries to discover precisely what the South is doing in the face of the degree of poverty

noted earlier. It also examines the proportion of federal resources received by the South.

Of all expenditures for public assistance payments in the United States in the fiscal year ended June 30, 1965, 21.8% occurred in the South.(Table 1.) This reflects the South's having 25.9% of the United States' population in 1960. But it does not reflect that almost half of the nation's poverty is in the South and that the incidence of poverty within the region is higher than in other regions, as noted earlier. It should be noted that states administer the allotment of federal funds. The size of the federal grant varies with the ability or desire to match from state resources or to operate state programs - hence the disparity among the states.

Among individual states, Texas and Louisiana spend significantly more than all the others. The size of the Texas expenditure can be attributed to the large population of the state. It is less impressive when considered on a per inhabitant basis (Table 3) or a rate per 1,000 basis. (Table 4.)

The large Louisiana expenditure is even more striking when either the size of the state, the number of recipients, the rate per 1,000 population, the average payment per recipient or all of these is considered.(Tables 2-4.) Prima facie, this state's program cannot be judged to be adequate

simply because it was large relative to national as well as southern standards. That conclusion would require more investigation. The adequacy of the program becomes questionable when the specific programs to which the state allots its resources are considered. (Table 2.) Nevertheless, the case of Louisiana is atypical of the South in the public assistance field. The roots can be traced to the atypical southern politics of the regime of Huey Long in which desirable social welfare programs served the political welfare of Mr. Long to the chagrin of both some liberals, as well as the conservative business elite. The availability of petroleum resources as a means to finance such programs must also be noted.

At the other end of the scale stand Virginia and South Carolina. (Tables 2-4.) They were low by all the standards by which Louisiana was high. Total expenditures, degree of coverage, payment per recipient, and number covered were generally near or at the bottom of the region and the nation. Two notable exceptions occurred in Virginia and thereby differentiated it from South Carolina. First, Virginia spent more than twice as much overall for aid to dependent children than did South Carolina. It paid more per recipient to more families although its rate of coverage per 1000 was almost the same. (Table 4.) Second, while Virginia assisted those aged covered with higher payments, the degree of coverage per 1000 over age 65 was one-fourth that of South Carolina. (Table 4.)

The other states fall in irregular patterns between the extremes of Louisiana and South Carolina. Alabama and Mississippi attract special comment because of their positions in total spending and their ways of distributing funds. Mississippi's per inhabitant effort was relatively high, although total spending ranked near the bottom --just ahead of Virginia and South Carolina.(Tables 2 and 3.) Mississippi is unique, however, in that its amount of coverage per 1,000 children under 18 was highest in the South. Its coverage per 1,000 over 65 ranked third, just below Louisiana and Alabama. At the same time, the size of the average payments to the aged and to dependent children was the lowest in the region. Mississippi spread its resources to give a little to many. Alabama acted similarly in aiding dependent children, but aided the aged with high payments and a degree of coverage per 1,000 over 65 second only to Louisiana. The scope of assistance to the aged in Louisiana, Alabama, and Mississippi suggests the political utility of aid to the voting aged.

HOW THE SOUTH ALLOCATES PUBLIC ASSISTANCE RESOURCES

The contrast between aid to the aged and aid to dependent children is not limited to Louisiana, Alabama, and Mississippi. It is a regional pattern which is more pronounced in these states.(Table 1.)

The percentage distribution by program reveals that both in the South and in the nation these two programs account for the great bulk of public assistance expenditures. (Table 1.) With this, the similarity ends. Whereas in the nation as a whole assistance to the aged used 38.6% of all the funds and aid to dependent children used 32.6%, in the South the respective percentages were 65.1 and 18.2. The only southern states which approximated the national proportional distribution of 38.6% and 32.6% were North Carolina and Virginia (Table 2), but their rate of coverage per 1,000 population under age 18 was very limited. (Table 4.) The proportion given to the aged was above the regional average in Texas, Louisiana, Alabama, and Arkansas. The proportion given to dependent children was below the regional average in Texas, Louisiana, Alabama, Georgia, Arkansas, Mississippi, and South Carolina. (Table 2.)

The relative proportions allotted to the aged and to dependent children are a point of controversy. Most critics attack the national proportions as severely discriminatory against the needs of children and barely sufficient for the aged poor. (Table 4.) If the national proportions can be called inequitable, those in the South can be called iniquitous. An analysis by Burton Weisbrod indicates the degree of need among children. In this country, there are 15 million poor under age 18 in contrast to 1.5 million poor

over age 65, according to Mollie Orshansky of the Social Security Administration.*** In June, 1965, the number of recipients of public assistance to the aged was 2.1 million nationwide, and the number of children aided was only 3.3 million.**** It can be concluded that public assistance does not begin to cover the vast 15 million children who are poor. The proportion of children and aged people for the South is comparable, and the imbalance in aid favoring the aged is greater.

Children covered received average monthly payments of only $33.83 in the nation as a whole. For the South, dependent children received no higher than $25.55 in Kentucky and as low as $9.13 in Mississippi. (Table 4.) A study by the Georgia Council on Human Relations in cooperation with the Columbia University School of Social Work suggests that racial discrimination makes the burden on Negro children even more onerous than it is on white children.

In short, the present system of aid to dependent children does not begin to deal with the scope of poverty in the nation or region. While most, if not all, the aged poor are being aided, they may not be receiving sufficiently large payments. Most of the 15 million children who are poor go

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***Burton Weisbrod, "The Economics Of Poverty." (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1965), p. 11.

****Division of Research, Bureau of Family Services, Dept. of Health, Education & Welfare: Statistics for June, 1965.

largely unhelped by public assistance. A bare 3.3 million of them are aided as "dependent" -- And these "lucky" ones of course deserve more systematic and substantial aid if the developmental roots of poverty are to be severed.

The respective proportions of assistance to children and the aged are not the only ones deserving comment, although they are the largest programs. Equally symptomatic of problems in the region's public assistance policies are the low allocations for medical assistance to the aged and general assistance.(Table 1.) The South accounted for only 4.1% of the total national expenditures for medical aid to the aged under public assistance programs.***** It spent only 4.9% of the total national funds for general assistance, i.e., individual cases of special need determined by case-workers in many instances. Whereas in the nation as a whole, medical assistance to the aged received 9.9% of all public assistance funds, and general assistance received 7.2%, in the South medical aid accounted for only 1.8% of all public assistance funds spent in the region and general assistance accounted for only 1.6%.

The implications here are twofold. First, southern states have not fully availed themselves of available federal resources for medical aid probably because of non-discrimination conditions for full participation and because state

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*****It should be noted that this analysis is based on the most recently available data, i.e., the fiscal year ended June 30, 1965. Thus, it does not consider the effect of Medicare, which began July 1, 1966.

funds are also required. Propaganda against "socialized medicine" should also be considered. Mississippi, Georgia, and Texas had no programs at all. Others were very limited. (Table 2.) Second, since there are no federal funds for general assistance to special cases, most southern states have made little effort to fulfill their own responsibility. Only Louisiana made a significant effort relative to its size. Florida did relatively well also. Texas spent less than Louisiana for a population three times as large. Louisiana and Texas have important revenue sources in their extensive petroleum deposits. The other states either do not have or have not allocated adequate or even minimal resources for general assistance.(Table 2.)

SOURCES OF FUNDS

The discussion of resources for general assistance raises the question of source of funds. In general, the South is much more dependent on federal funds than is the nation as a whole.(Table 5.) Further, local governments give proportions of aid in the South much smaller than in the nation except on general assistance. On this program, southern local governments compensate for deficiency of state government efforts. Also worthy of note is the extent to which federal funds subsidize the southern preference for aid to the aged over aid to dependent children. Consequently, in the nation, 45.9% of all federal public assistance funds go for old age assistance.(Table 6.) Also, payments in the South

accounted for 43.3% of all federal old-age assistance funds, as opposed to the South's accounting for only 30% of all federal public assistance funds. Of all public assistance funds, federal, state and local combined, payments in the South accounted for only 21.8%.(Table 1.) Finally, when state funds alone are considered, southern states spend considerably less than both their population and their degree of poverty require.(Table 7.)

CONCLUSIONS

1. As a whole and in almost all the individual states, public assistance expenditures in the South have been below the national average in terms of total funds, amounts per inhabitant, average payment per recipient, and coverage per 1,000 population in the given category for special assistance. Louisiana is an exception to this regional pattern.

2. Expenditure of federal public assistance funds in the South has not been commensurate with the degree of need indicated by comparative statistics on poverty in the region and nation. It appears to be more commensurate with population.

3. The per recipient payments under aid to dependent children have been woefully inadequate in the region and the nation. The number of children aided is far below the number of children in poverty in the region

and below even the inadequate rate in the nation.

4. Southern states have given a larger proportion of assistance to the aged than has the nation as a whole; they have given a smaller proportion to aid dependent children despite the fact that there are more children who are poor than aged poor. Payments to the aged are larger than payments to children in the region and nation.

5. Southern states avoided pre-medicare programs of aged-medical aid.

6. Southern states except Louisiana and Florida, compared with the nation, have made little effort to aid cases of special need under general assistance programs.

7. Southern states have depended much more on federal funds for public assistance programs than the nation as a whole. At the same time, they have not applied for all the federal funds that were available to be spent for needs among their poor.

TABLE 1

AGGREGATE EXPENDITURES FOR PUBLIC ASSISTANCE PAYMENTS (IN THOUSANDS)
For the Fiscal Year Ended June, 1965
(Federal, State, and Local)

PROGRAM	50 STATES AND D. C.	SOUTH	SOUTH'S % OF TOTAL
Total:	$5,285,321	$1,150,927	21.8
Special Types of Public Assistance	4,903,394	1,132,354	23.0
Old-age Assistance	2,042,572	748,886	36.7
Medical Assistance to Aged	523,694	20,979	4.1
Aid to Blind	98,898	25,527	25.8
Aid to Permanently and Totally Disabled	513,346	127,161	24.8
Aid to Families With Dependent Children	1,724,883	209,801	12.2
General Assistance (Cases)	381,927	18,573	4.9
PERCENTAGE SPENT BY PROGRAM:			
Total:	100.0%	100.0%	
Special Types of Public Assistance	92.8	98.4	
Old-age Assistance	38.6	65.1	
Medical Assistance to Aged	9.9	1.8	
Aid to Blind	1.9	2.2	
Aid to Permanently and Totally Disabled	9.8	11.1	
Aid to Families With Dependent Children	32.6	18.2	
General Assistance	7.2	1.6	

TABLE 2

TOTAL WELFARE EXPENDITURES FOR PUBLIC ASSISTANCE PAYMENTS IN SOUTH BY STATE (IN THOUSANDS)
For the Fiscal Year Ended June 30, 1965
(Federal, State, and Local)

PROGRAM	ALL SOUTHERN STATES	TEXAS	LA.	ALA.	GA.	FLA.	N. CAR.	KEN.	TENN.	ARK.
Total:	$1,150,925	$227,590	$184,633	$112,910	$103,731	$100,803	$91,345	$82,866	$62,982	$61,990
% of South	100%	19.8%	16.1%	9.8%	9.0%	8.8%	7.9%	7.2%	5.5%	5.4%
Special Types of Public Assistance	1,133,354	224,216	179,440	112,899	102,849	97,856	89,418	82,289	62,427	61,579
Old Age	748,886	193,450	133,255	91,178	62,759	58,108	31,610	42,650	29,566	45,139
Medical Assistance to Aged	20,979	--	1,078	892	--	2,881	2,020	3,791	3,445	1,977
Aid to Blind	25,527	3,956	2,713	1,488	2,280	2,106	4,069	2,098	1,382	1,649
Aid to Permanently & Totally Disabled	127,161	6,656	13,555	8,302	19,242	14,511	19,236	9,527	8,345	6,838
Aid to Families With Dependent Children	209,801	20,153	28,839	11,039	18,568	20,250	32,482	24,224	19,690	5,977
General Assistance	18,573	3,374	5,193	11	882	2,946	1,927	576	556	411

TABLE 2 CONTINUED --

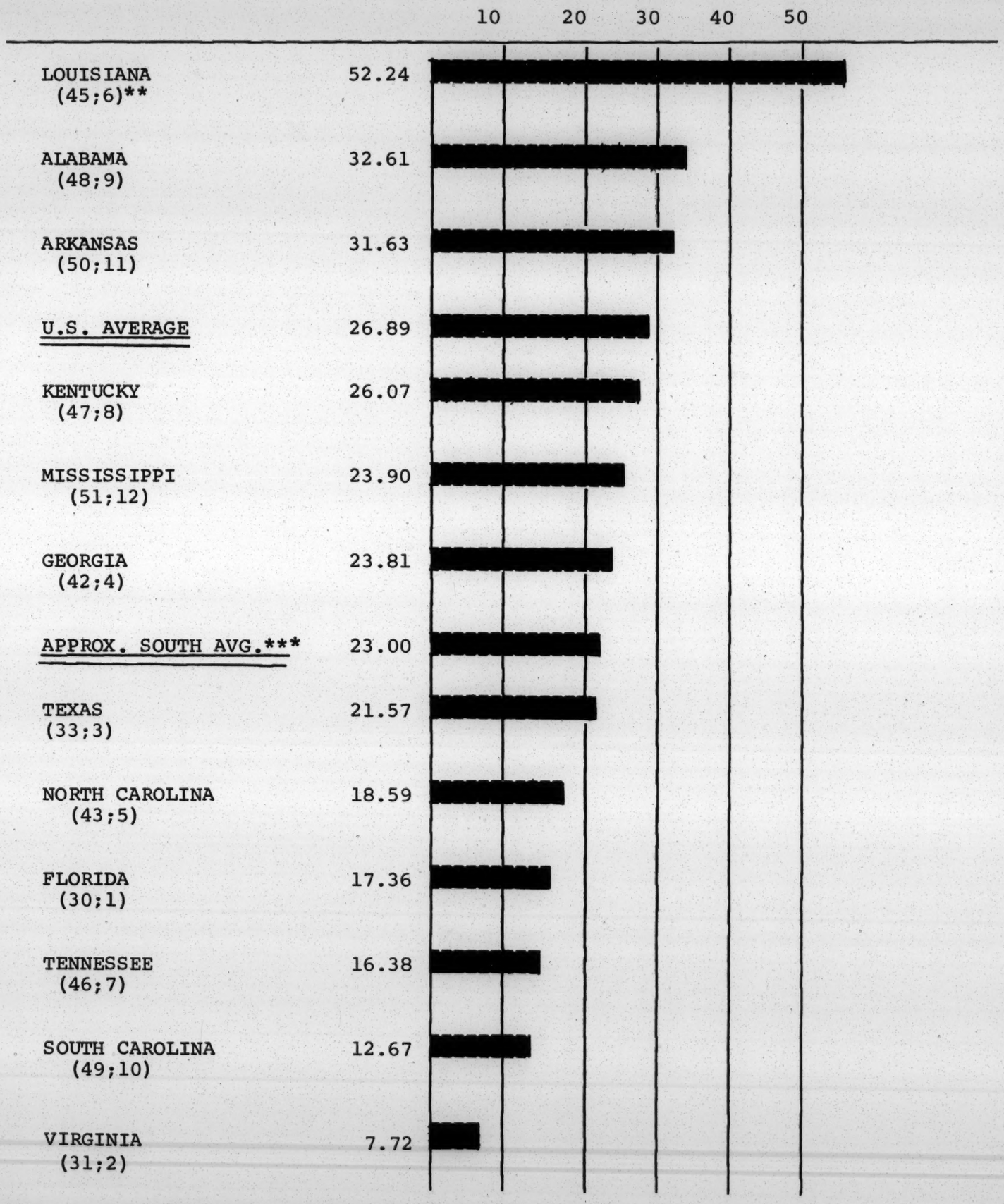
Program	MISS.	VA.	S.CAR.
Total:	$55,477	$34,399	$32,200
% of South	4.8%	3.0%	2.8%
Special Types of Public Assistance	55,245	32,579	31,555
Old Age	34,641	10,198	16,332
Medical Assistance to Aged	--	2,319	2,576
Aid to Blind	1,446	958	1,382
Aid to Permanently & Totally Disabled	9,580	5,624	5,745
Aid to Families With Dependent Children	9,579	13,480	5,520
General Assistance	232	1,820	645

PERCENTAGE SPENT BY PROGRAM: (Figures below are percentage breakdown of the above expenditures for each state.)

Program	All So. States	TEXAS	LA.	ALA.	GA.	FLA.	N. CAR.	KEN.	TENN.	ARK.	MISS.	VA.	S. CAR.
Total:	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Special Types of Public Assistance	94.4	98.5	97.2	99.9	99.1	97.1	97.9	99.3	99.1	99.3	99.6	94.7	98.0
Old Age	65.1	85.0	72.2	80.7	60.5	57.6	34.6	51.5	46.9	72.8	62.4	29.6	50.7
Medical Aid for the Aged	1.8	--	.6	.8	--	2.9	2.2	4.6	5.5	3.2	--	6.7	8.0
Aid for the Blind	2.2	1.7	1.5	1.3	2.2	2.1	4.4	2.5	2.2	2.7	2.6	2.8	4.3
Aid for the Permanently Disabled	11.1	2.9	7.3	7.3	18.5	14.4	21.1	11.5	13.2	11.0	17.3	16.4	17.8
Aid to Families With Dependent Children	18.2	8.9	15.6	9.8	17.9	20.1	35.6	29.2	31.3	9.6	17.3	39.2	17.2
General Assistance	1.6	1.5	2.8	.1	.9	2.9	2.1	.7	.9	.7	.4	5.3	2.0

TABLE 3

AMOUNT EXPENDED PER INHABITANT* FOR PUBLIC ASSISTANCE PAYMENTS
Fiscal Year Ended June 30, 1965



*Based on Bureau of Census population estimates as of July 1, 1965.

**Per capita income rank in nation and South respectively indicated by numbers in parentheses.

***Based on 1960 Census figures and allowing for increase through 1965.

TABLE 4

AVERAGE MONTHLY PUBLIC ASSISTANCE PAYMENT PER RECIPIENT
(June, 1965)

OLD AGE ASSISTANCE				AID TO FAMILIES WITH DEPENDENT CHILDREN			
	Average Payments	Number of Recipients*	Persons Aided Per 1000 Over Age 65		Average Payments	Number of Recipients*	Children Aided Per 1000 Under Age 18
LOUISIANA	$84.93	130,799	497	U.S. AVERAGE	$33.83	--	46
U.S. AVERAGE	80.36	-	117	KENTUCKY	25.55	60,430	51
TEXAS	70.14	229,050	272	N. CAROLINA	25.44	82,712	46
VIRGINIA	67.24	1,016	41	VIRGINIA	25.27	35,974	22
ALABAMA	67.13	105,000**	394	LOUISIANA	23.08	81,501	56
FLORIDA	65.09	74,595	105	TENNESSEE	22.46	62,005	43
KENTUCKY	64.01	59,403	192	GEORGIA	22.14	59,851	34
ARKANSAS	63.86	-- ***	287	TEXAS	18.71	71,737	18
N. CAROLINA	62.96	42,318	121	ARKANSAS	16.88	23,396	33
TENNESSEE	59.22	44,738	134	S. CAROLINA	15.97	21,967	23
GEORGIA	58.47	92,938	288	FLORIDA	15.68	87,410	43
S. CAROLINA	54.36	24,626	150	ALABAMA	11.81	56,087	44
MISSISSIPPI	41.17	73,196	363	MISSISSIPPI	9.13	66,808	71

Note: *Number of recipients for December, 1965
**Estimated
***Not available

TABLE 5

PERCENTAGE BY SOURCE OF FUNDS FOR TOTAL PUBLIC ASSISTANCE PAYMENTS

For the Fiscal Year Ended June 30, 1965

	TOTAL	FEDERAL		STATE		LOCAL	
		U.S.	SOUTH	U.S.	SOUTH	U.S.	SOUTH
	100%*						
Total:		54.6	75.4	33.7	21.9	11.7	2.7
Special Types of Public Assistance		58.8	76.5	32.2	21.6	9.0	1.9
Old Age Assistance		64.8	71.9	31.0	22.4	4.2	5.7
Medical Assistance to Aged		51.8	73.1	30.6	23.3	17.6	3.6
Aid to Blind		47.4	72.9	46.0	24.1	6.6	3.0
Aid to Permanently and Totally Disabled		56.0	74.4	34.5	22.3	9.5	3.3
Aid to Families With Dependent Children		55.5	79.0	32.7	17.9	11.9	3.1
General Assistance		--	--	53.4	37.2	46.6	62.8

*Reading across each line, percentages for U. S. and South each equal 100%.

TABLE 6

FEDERAL EXPENDITURES FOR PUBLIC ASSISTANCE PAYMENTS (IN THOUSANDS)
For the Fiscal Year Ended June 30, 1965

PROGRAM	50 STATES AND D. C.	SOUTH	SOUTH'S % OF TOTAL
Total Federal Funds:	$2,885,320	$867,325	30%
Special Types of Public Assistance			
Old Age Assistance	1,323,352	573,125	43.3%
Medical Assistance to Aged	271,288	15,331*	5.7%
Aid to Blind	46,872	18,598	39.7%
Aid to Permanently and Totally Disabled	287,338	94,552	32.9%
Aid to Families With Dependent Children	956,470	165,719	17.3%
PERCENTAGE SPENT BY PROGRAM:			
Special Types of Public Assistance	100%	100%	
Old Age Assistance	45.9%	66.1%	
Medical Assistance to Aged	9.4%	1.8%*	
Aid to Blind	1.6%	2.1%	
Aid to Permanently and Totally Disabled	10.0%	10.9%	
Aid to Families With Dependent Children	33.1%	19.1%	

*No program: Georgia, Mississippi, Texas.

TABLE 7

EXPENDITURES FOR PUBLIC ASSISTANCE PAYMENTS FROM STATE FUNDS (IN THOUSANDS)
For the Fiscal Year Ended June, 1965

PROGRAM	50 STATES AND D. C.	SOUTH	SOUTH'S % OF TOTAL
Total From State Funds:	$1,782,992	$251,941	14.1%
Special Types of Public Assistance	1,578,963	244,931	15.5%
Old Age Assistance	632,653	168,106	26.6%
Medical Assistance for the Aged	159,994	4,885	3.1%
Aid to the Blind	45,539	6,158	13.5%
Aid to the Permanently and Totally Disabled	177,295	28,314	16.0%
Aid to Families With Dependent Children	563,483	37,468	6.6%
General Assistance	204,028	6,910	3.4%
PERCENTAGE SPENT BY PROGRAM:			
Total State Funds:	100%	100%	
Special Types of Public Assistance	88.6%	97.3%	
Old Age Assistance	35.5%	66.8%	
Medical Assistance for the Aged	9.0%	1.9%	
Aid to the Blind	2.6%	2.4%	
Aid to the Permanently and Totally Disabled	9.9%	11.3%	
Aid to Families With Dependent Children	31.6%	14.9%	
General Assistance	11.4%	2.7%	

TABLE 8

PERCENTAGE OF FAMILIES WITH INCOME BELOW $3,000
(1960 Census)

	PERCENTAGE	WHITE	NEGRO
UNITED STATES	21.4	18.6	47.9
SOUTH			
ALABAMA	39.1	29.6	67.8
ARKANSAS	47.7	41.0	79.5
FLORIDA	28.4	24.1	54.5
GEORGIA	35.6	25.7	67.7
KENTUCKY	38.1	36.7	57.7
LOUISIANA	35.6	24.2	65.8
MISSISSIPPI	51.6	34.4	82.9
NORTH CAROLINA	37.1	28.8	70.1
SOUTH CAROLINA	39.5	24.5	77.0
TENNESSEE	38.3	34.2	63.8
TEXAS	28.7	25.2	57.6
VIRGINIA	27.9	13.7	54.1

TABLE 9

ONE HUNDRED POOREST COUNTIES IN THE UNITED STATES

STATE	Number of Counties Per State in South Among Poorest 100 in U.S.	Averages of the 100 Poorest Counties (Per Family Median) In The United States: Average Median Family Income	Range of Median Family Income	Average Per Capita Income	Range Per Capita Income	Average Population
ALABAMA	8	$1,736				
ARKANSAS	8		$1,260-$1,956			
GEORGIA	9			$633		
KENTUCKY	22				$435-$886	
LOUISIANA	1					14,606
MISSISSIPPI	24					
N. CAROLINA	3					
S. CAROLINA	4					
TENNESSEE	11					
TEXAS	6					
VIRGINIA	1					
TOTAL	97					

CONTINUED NEXT PAGE --

TABLE 9 CONTINUED --

Range in Population	Average Total Civilian Labor Force	Range in Total Civilian Labor Force	Average Percent Unemployment	Range in Percents of Unemployment	Average Percent Non-white	Range in Percent of Non-white
2,443-54,464	4,728	741-16,509	5.523%	0.5%-21.3%	38.89%	0.1%-81.3%

TABLE 9 CONTINUED --

Average Median School Years	Range in Median School Years	Average Percent Rural Residence	Range in Percents of Rural Residence	Average Percent Sound Plumbing	Range in Percent of Sound Plumbing
7.38	5.2-8.9	42.74%	0.1%-47.5%	24.89%	8.8%-47.5%

Employment Outlook for

Automotive Service and Sales:

Automobile Mechanics
Automobile Body Repairmen
Gas Station Attendants
Automobile Painters
Automobile Parts Countermen
Automobile Salesmen
Automobile Service Advisors
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Bulletin No. 1450–6

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A Council to attain the ideals and practices of equal opportunity for all peoples in the South

August 30, 1966

U.S. Government Printing Office
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Dear Sir:

I am compiling a bibliography on vocational guidance as part of a paperback book project being undertaken by the Southern Regional Council. I need material in low-cost soft cover form about lower income jobs not requiring a college education. Books on farm equipment and auto repair, barbering, cosmetology, forestry, poultry raising, textile printing, basketry and weaving might serve as examples of the type of material I am seeking. If you have any publications of this type, could you please send me a list and order forms?

Thank you very much.

SEE ATTA[illegible]

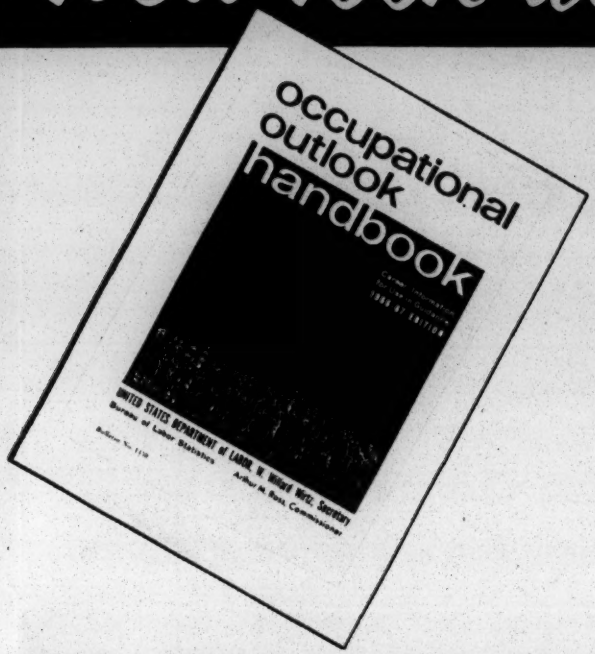
Sincerely,

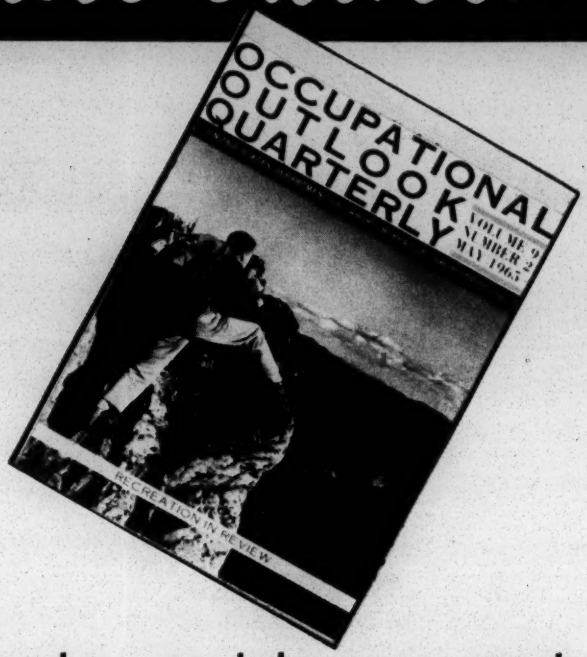
Louise Cole

(Miss) Louise Cole
Paperback Book Project

REF. 24

a new look at the Outlook . .





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Of the 100 poorest counties 75 of them are in the South.

22 of the 25 remaining counties are in Kentucky.

Of the 100 richest counties, 8 are in the South--and 7 of those are in Texas. (Henrico is the 8th.) About three Virginia cities are within the top 100 in wealth.

22 of the 23 poorest congressional districts are in the South. (Kentucky is included in this ~~ex~~ figure.)

"Poverty and Deprivation in the U. S.," Conference on Economic Progress, (Keyserling & Co.) is a bit out of date, but contains the most relevant data I have found. Shaggy statistics of use to you are on pages 4, 8, and 41-44 (marked). p. 53

"Facts on the Many Faces of Poverty, "NUL, 1965 is handy.

There is a map showing family ~~xxxxxx~~ income by county based on 1959 data (most current available at Commerce department). Lots of pretty colors--patterns of poverty neatly follow our racial map. (Could be used together, especially if the decor is orange and gold).

Statistics on the Developing South, 1965 gives percapita income for the six southern states in the sixth federal reserve district:

ALA.	FLA.	GA.	LA.	MISS.	TENN.	SOUEAS	U.S.
1749	2251	1943	1877	1438	1859	1915	2566

1964

These figures are for 1964.

COMMISSION ON HUMAN RIGHTS
COMMONWEALTH OF KENTUCKY
172 Capitol Annex Building
Frankfort, Kentucky 40601

COMPLAINT OF DISCRIMINATION

under the Kentucky Civil Rights Act

INFORMATION CONCERNING COMPLAINTS

It is important to file your complaint as soon as possible after the act of discrimination took place. To be sure your rights are protected, you should file no later than 90 days after an unfair employment practice and no later than 180 days after discrimination in a place of public accommodations.

When the Commission receives a complaint, an investigator will review the facts and will get in touch with you either by mail, phone or in person. He will gather all the facts in the situation from you and from those you have charged with discrimination.

If the Commission does not find that facts support your complaint, you will be notified that the complaint has been dismissed. Those you have charged with discrimination will also be notified.

If the Commission finds probable cause to believe that you have been discriminated against, it will attempt to reach an agreement satisfactory to you and the company (or union, employment agency, place of public accommodations or services).

If an agreement is not reached within a specified period of time, the Commission may hold a hearing and may order compliance with the law. The Commission may take a case to Circuit Court.

Though the Commission has enforcement power only if the discrimination has taken place in areas of employment or public accommodations, the Commission must accept and investigate any complaint of discrimination and recommend ways of eliminating any injustices found in cases, such as education, housing, etc.

YOU ARE PROTECTED IN YOUR RIGHT TO FILE A COMPLAINT. IT IS UNLAWFUL FOR ANY PERSON TO RETALIATE OR DISCRIMINATE IN ANY MANNER AGAINST A PERSON BECAUSE HE HAS MADE A CHARGE, FILED A COMPLAINT, ACTED AS A WITNESS OR ASSISTED A FIELD INVESTIGATOR OF THIS COMMISSION UNDER THE ACT.

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If you only want information about the Act, write a letter to the Kentucky Commission on Human Rights, 172 Capitol Annex Building, Frankfort, Kentucky 40601.

WHAT TO TELL US

Answer all questions and be as specific as possible. These directions are numbered to match the questions on the form.

Question 1: Be sure to give your full name and address. If you do not have a phone, give a phone number where you can be reached.

Question 2: Only discrimination because of race, color, religion or national origin is covered by the Act. If your complaint is based on any other kind of unfair treatment, such as discrimination because of your sex or age, this Commission does not have jurisdiction over your case.

Question 3: If you believe that other parties (for example, a labor union or any employment agency in addition to an employer) were involved in the act of discrimination, list them under "And (other parties if any)."

Question 4: If you have filed this complaint with a city human relations commission or with the Federal government, check "yes" and give the name.

Question 5: The discrimination against you must have occurred after July 1, 1966, but in some instances, the discrimination may be continuing; for example, seniority lines are segregated; restaurants are segregated; union locals are segregated. Give the time of day, the day, month and year of the most recent date the discrimination took place.

Question 6: Be specific. Tell us as much as you can. For example: Were you fired? Did you fail to get a promotion? Did the company refuse to hire you? Did the union or employment agency refuse to refer you to a job? Did a restaurant refuse you service? Did a swimming pool manager refuse to let you in? Who discriminated against you? How did he discriminate? Why do you believe it was because of your race, color, religion or national origin? What was said?

Question 7: Sign your name, if possible before a Notary Public, and mail this form to the Kentucky Commission on Human Rights, 172 Capitol Annex Building, Frankfort, Kentucky 40601.

If it is difficult to have this complaint notarized, complete all other parts and the Commission will assist you in those cases in which such notarization is required by law.

COMPLAINT OF DISCRIMINATION

based on race, color, religion, or national origin

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Commonwealth of Kentucky
172 Capitol Annex Building
Frankfort, Kentucky 40601

(please print or type)

1

YOUR NAME PHONE NUMBER

STREET ADDRESS

CITY STATE ZIP CODE

2

WAS THE DISCRIMINATION BECAUSE OF: (please check one)

☐ Race or Color ☐ Religion ☐ National origin

3

Who discriminated against you? Give the name and address of the employer, labor organization, employment agency, apprenticeship committee, or place of public accommodation or service. If more than one, list all.

NAME_____

STREET ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

AND (other parties if any)_____

4

Have you filed a complaint with any other governmental agency? ☐ Yes ☐ No

Which One_____

5

The actual date or the most recent date on which this discrimination occurred:

Time of Day_____

Month_____ Day_____ Year_____

6

Explain what unfair thing was done to you:

(Attach another piece of paper if you need more room)

7

I SWEAR OR AFFIRM THAT I HAVE READ THE ABOVE CHARGE AND THAT IT IS TRUE TO THE BEST OF MY KNOWLEDGE, INFORMATION AND BELIEF.

_____
(SIGNATURE OF COMPLAINANT)

Subscribed and sworn to before me this____day of_____, 19____at_____, Kentucky

My commission expires on_____

_____
(NOTARY PUBLIC)

SRAP

OU N RU ACTI ROJE

TOTAL COMMUNITY DEVELOPMENT - A PROGRAM FOR EVERYBODY

The Citizens' Crusade Against Poverty, a privately financed non-partisan grouping of more than 100 leaders and organizations, announced the initiation of its Southern Rural Action Project in a press conference in Atlanta, Georgia, September 1, 1966 . Richard Boone, CCAP Executive Director, is shown (on the left) with Randolph Blackwell. Walter Reuther, CCAP Chairman, said the Crusade is designed "to provide the bridge between those people who have the resources and those who need them if they are to have the opportunities they need in finding economic solutions to their poverty problems. There are many people in the United States who are committed to the eradication of poverty and yet have not found a way of joining in the battle. There are hundreds of other groups who have the will but who lack the resources to help themselves. By linking these two groups with common concerns together in a partnership, we hope to forge a vital new anti-poverty force that will contribute to the development of a democratic New South."

The Southern Rural Action Project is one of several projects of the Crusade. Directed by Randolph Blackwell, former program director of the Southern Christian Leadership Conference, the Southern Rural Action Project seeks to eliminate the causes of poverty, and, in the process, bring new dignity to the lives of the poor.

Already, says Blackwell, "We have found that it is a simple matter to cause people to accept the fact that they have valuable resources within their possession that can be employed to raise their standard of living."

Hancock County Georgia has 2,674 occupied housing units, 1,686 are without piped water and 1,976 are without flush toilets. This condition prevails all over the rural south. $12,000.00 would pay the cost of the equipment that would make it possible for a local committee to make most of the materials necessay to attack these problems.

From The Director's Desk

The Southern Rural Action Project of the Citizens' Crusade Against Poverty is now at the end of its first 60 days of operation. We are happy to supply you with this brief progress report for that period. You were told at the time the project was initiated that at some future time the project director would be in contact with you soliciting your group or one of its affiliated bodies as a supporter for one of the ten pilot project areas. Our initial thinking had led us to the conclusion that one sponsor per project area would be adequate. But we have now come to know, as a result of working in these areas, that it is much more desirable to have two or more sponsors per project area if at all possible. This new thinking is dictated by the fact that when we say to people that we believe in total community development ("a program for everybody"), this gives rise to all sorts of worthwhile projects.

The idea of combining grass root resources with resources that are available from outside the community has really gone over big. People see themselves changing conditions, rather than getting ready to change them if and when they are successful in climbing the rigorous OEO ladder to funding, too often strewn with political impediments. This is not to suggest that we will not be encouraging people to try to scale the heights. It does mean that we are finding it highly motivational to demonstrate with people that change is possible in the immediate.

This brings SRAP down to the very realistic business of finding many more support groups. A support group can do any number of things, some of which have not even been thought of we are sure.

Our door is wide open for development ideas. We deliberately keep SRAP's structure flexible. It's kind of like a man said to me in one of our project areas, "You ask me what do we need; I ask you what have you got; we need everything."

As Director of the project, I am prepared to travel, speak, discuss and answer questions about what we are doing. We have ready to mail to all interested individuals and groups a draft of guidelines explaining what it means to be a support group.

To truly adventureous groups we offer the possibility of being the supporter of a community wherein the post office and all commercial enterprises are boarded up--nothing left but the people. Dare if you will to be idealistic; set for yourself the task of building the perfect community. Consider working so effectively in a community that the people will want to change the community name to match the name of your organization.

We of SRAP are convinced that what we need in this country is a lot of small, socially, culturally, and economically vibrant communities. Please, no more New Yorks or Chicagoes.

If you feel that your group would be interested in what we are doing, please may I have the pleasure of hearing from you.

Randolph Blackwell

In an SRAP County

Smith

Ingram

For the first time in the history of Hancock County, Georgia three Negroes were elected to county offices.

The offices were taken by James Smith, Roads and Revenue Commission, Robert Ingram, Board of Education, and James Warner, Democratic Executive Committee.

Mr. Smith is a farmer; Mr. Ingram works in dry cleaning and pressing, and Mr. Warner teaches in the public schools.

The candidates point out that a grant from the Voter Education Project made possible a massive voter registration drive early this year. This drive was carried on by the Hancock County Citizens Club, aided by Carl E. Farris, a field staff member of Dr. Martin Luther King's Southern Christian Leadership Conference, and John McCown of the Southern Rural Action Project.

Greene County Takes The Lead:-

Among the seven counties that are now organized and moving in the Southern Rural Action Project program, Greene County, Alabama has definitely taken the lead along the road of community development.

Less than 45 days ago a Greene County Development Committee was formed at one of the traditional county mass meetings. Within this broad committee, several special interest groups were established.

A building to be known as the community house was acquired shortly thereafter.

They gather for meetings, work and play.

The "community house" provides for a sewing club that will make children's clothes; a youth recreation-motivation-film club; an office that will be responsible for studying and supplying general information about programs that the state, federal, and local governments have to offer for community development; an office that will write and file complaints about various federal laws for the benefit of the poor that are not being enforced; a camera club-darkroom where individuals can learn photography; a community study hall mainly for those children who can not study at home because of the number of persons in the family and the general conditions of the home.

Also underway in Greene County is a manufacturing plant that will produce concrete blocks out of which homes will be constructed. Most of the non-technical work will be done by the families that need the shelter. In consultation with the housing research center at the Universities of Illinois and New Mexico, this project makes home ownership possible for families that could not conceive of such through any other known avenue. The Alabama Greene County Club, a group of former Alabama residents who have settled in the North, has agreed to act as a support group, providing direct financial assistance for Greene County. Additional financial help is anticipated from the National Student Association, and the American Foundation on Non-Violence.

You are not looking at a Boy Scout Camp. This is home for two families in Greene County. More than half of housing does not afford much more comfort.

Mr. Archie Campbell became the first Negro to be elected to the Greene County Agricultural Stabilization and Conservation Service last week.

ON BOARD

Eleven national organizations have already agreed to aid the Southern Rural Action Project either by supporting, locating support groups, or by aiding in the development of plans and strategy. They are: The National Student Association, The National Council of Churches, The Southern Regional Council, the Southern Christian Leadership Conference, the Delta Ministry, The National Council of Catholoc Women, Wednesdays in Mississippi, United Church Women, The National Student Christian Federation, The National Council of Negro Women, and the American Foundation for Non-Violent Education.

SOUTHERN RURAL ACTION PROJECT STAFF

Director
Randolph T. Blackwell

Administrative Secretary
Christine White

Staff Associates

John McCown Paul Bokulich
Thomas Gilmore

CRAWFORDVILLE STORY

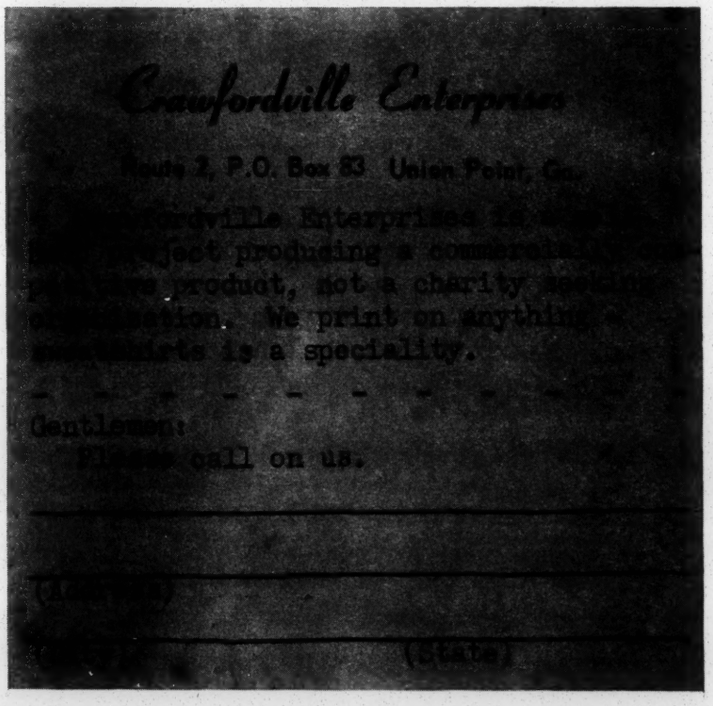
Crawfordville, Georgia (Taliaferro County) home of the Vice President of the Confederacy, until a few months ago, was quiet and dormant like many other rural agricultural areas of the South. Last year some of the Negroes of Taliaferro County decided that oppression, segregation, and discrimination should end. With the aid of SCLC, they stood on their feet.

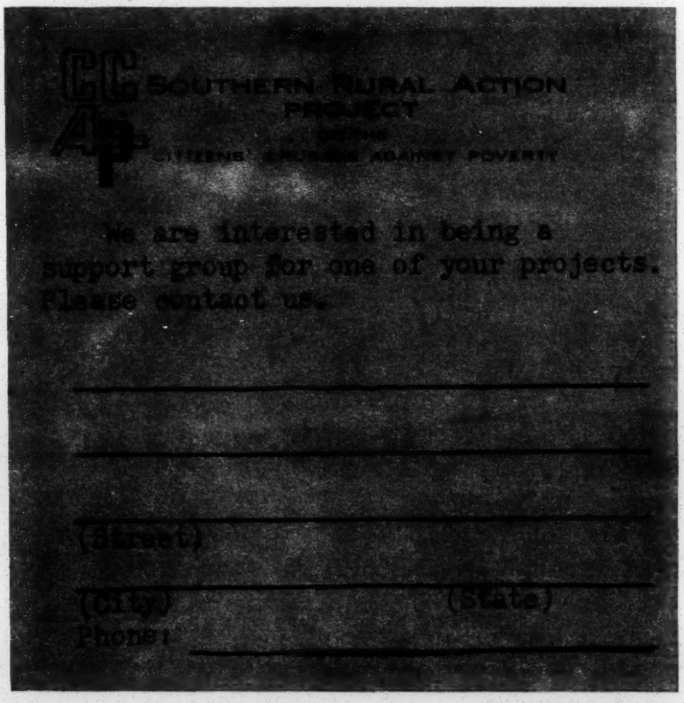
Today, Crawfordville looks to a casual observer exactly as it did six months ago, but it is not the same community. A school boycotted by Negro students forced the State of Georgia to face the Supreme Court's order to desegregate. Hard work and voter registration has placed more Negro citizen's names on the voting books than white.

At present, however, many of the Negroes who stood up for their rights by way of peaceful protest are now without the meager income which they were receiving.

Crawfordville Enterprises, a silk screen company, was started in an attempt to provide employment for the dispossessed. The company is engaged in producing "lettered T-shirts, sweatshirts, sport jackets and the like for colleges and schools."

The Southern Rural Action Project is helping the Enterprise make contacts. Within the past few days contact was made with John's Bargain Stores. Other local stores will also be contacted.





SOUTHERN RURAL ACTION PROJECT

OF THE

CITIZENS' CRUSADE AGAINST POVERTY

50 WHITEHALL STREET, N.E.

ATLANTA, GEORGIA 30303

CRAWFORDVILLE STORY

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Crawfordville Enterprises

Route 2, P.O. Box 83 Union Point, Ga.

Crawfordville Enterprises is a self-help project producing a commercially competitive product, not a charity seeking organization. We print on anything - sweatshirts is a speciality.

- - - - - - - - - - - -

Gentlemen:

Please call on us.

_____

_____

(Address)

_____

(City) (State)

CC AP SOUTHERN RURAL ACTION PROJECT OF THE CITIZENS' CRUSADE AGAINST POVERTY

We are interested in being a support group for one of your projects. Please contact us.

_____

_____

_____

(Street)

_____

(City) (State)

Phone: _____

SOUTHERN RURAL ACTION PROJECT
OF THE
CITIZENS' CRUSADE AGAINST POVERTY
50 WHITEHALL STREET, N.E.
ATLANTA, GEORGIA 30303

His name isn't Dick. Her name isn't Jane. They don't live in a white frame house in the suburbs. They've never seen a cow. They don't own a dog named Spot.

Sure, they're story book children.

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And Spanish names.

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NOV 15 1966

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5	Across Five Aprils (Grosset-Tempo)
65	Adventures of Huckleberry Finn
24	Adventure of Robin Hood
23	Adventures of Tom Sawyer
11	African Treasury
13	Alice's Adventures in Wonderland and Through the Looking Glass
12	All Quiet on the Western Front
9	All the King's Men
12	An American Tragedy
15	Andersonville (Sig.)
51	Animal Farm
6	Anna and Her Daughters
27	Anne Frank: Diary of a Young Girl
3	April Morning
	The Assistant
3	Away All Boats
1	Banners at Shenandoah
16	Basketball
16	Batman books
	Beany and the Beckoning Road
12	Beasts of Tarzan
7	Beatles in a Hard Day's Night
4	Becky's Island
	The Bedford Incident
	Behind the Plate
11	A Bell for Adano
14	Beverly Hillbillies Book of Country Humor
10	Billy Budd and Typee
9	Black Arrow
11	Blackboard Jungle
24	Born Free
7	Boy Next Door
18	A Boy Ten Feet Tall
8	Brave New World
2	Breaking the Bonds
12	Bridges at Toko-Ri
3	Buffalo Chief
19	Bulfinch's Mythology
	But Not Next Door
16	Call of the Wild; White Fang
9	Call Them Heroes. Books 1-4 (Silver-Burdette)
8	Cannery Row
8	Casino Royale
13	Catcher in the Rye
	Chad Hanna
17	Cheaper by the Dozen
2	Childhood's End
19	A Christmas Carol
9	Chucklebait
8	City Boy
11	A Connecticut Yankee in King Arthur's Court
12	Count of Monte Cristo
3	Crash Club
54	Cry, the Beloved Country
6	Dangerous Summer
13	A Day in the Life of President Kennedy
19	Dennis the Menace books
	Deputy's Revenge
8	Devil's Advocate
3	Diamonds are Forever
4	Drag Doll
3	Earthlight
17	East of Eden
11	Easy to Make Gifts
3	Elizabeth and the Young Stranger

9 Family Nobody Wanted
4 Fate is the Hunter
3 Fighting Angel
6 Fighting Marines
11 The Fighting Southpaw
11 Folksongs for Fun
7 For Bond Lovers Only
12 For the Love of Peanuts, other Peanuts books (Schulz)
5 For Your Eyes Only
5 Fresh and Salt Water Fishing
8 Fury

9 Genghis Khan (Lamb)
49 Georgia Boy
3 Glory Be !
9 Goldfinger
17 The Good Earth
48 Goodbye, Mr. Chips
19 Grapes of Wrath
28 Great American Short Stories
6 The Great Escape
14 Great Expectations
15 Great Sea Stories
17 Great Tales of Action and Adventure
4 Gus Wilson's Model Garage

8 Harte of the West: 17 Stories by Bret Harte
12 His Eye Is on the Sparrow
9 Hobbies for Pleasure and Profit
17 Hot Rod
6 Hot Rod Angels
9 The Hound of the Baskervilles
8 How to Draw and Paint
12 How to Write a Song
21 Humor of J.F.K.
12 Hunchback of Notre Dame
7 Hurry Sundown

18 I Always Wanted to Be Somebody
19 Immortal Poems of the English Language
7 The Incredible Journey
9 Inherit the Wind
10 Inn of the Sixth Happiness
5 Invasion: They're Coming
12 Ivanhoe

14 The Jungle Books

16 Kidnapped
12 Kim
9 Kon-Tiki

5 Language of Love
6 A Lantern in Her Hand
19 Lassie Come-Home
6 Laughing Boy
6 The Learning Tree
14 Legend of Sleepy Hollow
7 My Life as an Indian
5 The Light in the Forest
13 Lilies of the Field
3 The Living Tide
13 Lord of the Flies
3 Lost on Venus

3 The Mad Sampler
18 Major American Poets
MAN ON A RAFT

8 Mastermind of Mars
14 McCall's Book of Paper, Wood and Paint Crafts
15 McCall's Make Your Own Decorations and Gifts Book
43 Member of the Wedding
13 The Miracle Worker
5 Mister Fisherman
10 Moon Fleet
40 The Moon is Down
5 Moonraker
4 Moonstone
10 The Most Dangerous Game
11 My Antonia
3 My Life and Hard Times
11 My Lord, What a Morning
4 The Mysterious Island
3 Mysterious Stranger and Other Stories

5 Nature Crafts
7 New Pocket Anthology of American Verse
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19 1984
8 The 1965 Olympic Guide
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17 Old Man and the Sea
17 Old Yeller
6 On the Beach

13 The Pearl
10 Pocket Book of Stories-O. Henry
13 Popular History of Music
12 Prince and the Pauper
5 Prison Nurse
14 Pro Football Handbook
7 Pudd'nHead Wilson

5 Quest of the Snow Leopard

57 A Raisin in the Sun
15 The Red Badge of Courage
49 The Red Pony
14 Robinson Crusoe
13 Romance of Leonardo Da Vinci
15 Romeo and Juliet and West Side Story
10 Run Silent, Run Deep

8 Sartoris
8 Scaramouche
14 The Scarlet Letter
Screwball
7 Sea Wolf
5 Serpent's Coil
8 Seven Days in May
12 Seventeen
9 Shane
6 The Shook-up Generation
7 A Single Pebble
45 Six Great Modern Plays
10 Somebody Up There Likes Me
5 The Spy Who Loved Me
6 Stories from the Twilight Zone
4 Stories My Mother Never Told Me
3 The Story Catcher
3 Strangest of All

7 Sweet Thursday
12 Swiss Family Robinson

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5 Tales of Terror and Suspense
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12 Teen-Age Dance Book
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15 Ten Modern American Short Stories
46 Three Comedies of American Life
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11 The Time Machine
3 The Time of Her Life
23 To Kill a Mockingbird
46 Tobacco Road
8 Tortilla Flat
The Train from Katanga
10 Travels of Marco Polo
11 Treasure Island
1 The Tunnel Escape
16 20,000 Leagues Under the Sea
13 Two Years Before the Mast

13 Vietnam Diary
13 Von Ryan's Express

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9 Black Muslims in America
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10 Native Son
11 The Negro in the Making of America
14 Negro in the United States: A Brief History
8 Negro Question
9 The Negro Revolt
11 Negro Today
5 Nigger
10 Nobody Knows My Name
2 Notes of a Native Son
6 On Being Negro in America
10 Portrait of a Decade
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5 Sex and Racism in America
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11 Eight Courageous Americans
1 The Final Challenge: the American Frontier (1804-1845)
5 Franklin D. Roosevelt and the Age of Action
5 George Washington (Mentor)
2 The Good Years (1900-1914)
2 The Great Adventure: America in the First World War
The Great Dissenters
7 Great Untold Stories of World War II
1 Here to Stay
7 Hiroshima
4 A History of Russia
3 History of the U.S. Since 1945
7 Hitler, A Study in Tyranny
2 Hoofbeats of Destiny: Story of the Pony Express
5 How and Why Wonder Book of the American Revolution
2 If the South Had Won the Civil War
Indian-Fighting Army
4 Indians of the Americas
2 Inside Europe Today
7 The Last Days of Hitler
1 Letters from an American Farmer and Sketches of 18th Century America
3 Life on the Mississippi (Twain)
2 Main Street, U.S.S.R.
2 Nation Divided
1 The New Asia
2 New History of the United States
40 A Night to Remember
1 The 19th Century World
1 The Octopus
5 Only Yesterday
8 Our 50 United States
4 Paul Revere and the World He Lived In (Sentry)
1 Peking and Moscow
8 Picture History of the Modern World
3 A Pocket History of the United States
5 President Kennedy Selects Six Brave Presidents
7 Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
6 Roughing It
Secrets of the Past
2 Sink the Bismarck

6 They All Discovered America
4 Thomas Jefferson
1 A Time to Stand
6 The Wall
When the Legends Die
3 Wonders of the World
5 Woodrow Wilson and the New America
7 The World of Ancient Man
10 World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

26 Art of Being a Successful Student
38 Basic Algebra Self Taught
16 Basic Biology Self Taught
16 Basic Chemistry Self Taught
18 Basic Facts of Human Heredity
33 The Body in Action
7 Books That Changed the World
6 Butterflies and Moths
23 College Scholarships and Loans: Who Gets Them--How and Why
36 Complete Handbook of Better English
14 Computers: the Machines We Think With (Dell)
___ Darwin and the Modern World View
37 Double Your Reading Speed
13 Economics in One Lesson
2' Electronics for Everyone
2 Engineering
23 English for Everyone
51 English Through Pictures, Books 1 and 2
3 Everglades National Park
28 Everyday Arithmetic Self Taught
4 Exploration of Space
5 First Workbook of English
6 Flowers
9 Fossils
15 Fun with Words, Grade 1, 2, and 3
10 Fun with Words and Pictures
8 Getting Ready to Read
7 Grade One Practice Workbook Reading
19 Grammar Self-Taught
8 Great Inventions
14 Growing Plants
16 Help Your Child Succeed in School
8 Heredity, Race, and Society
36 How and Why Wonder Book of Beginning Science
3 How and Why Wonder Book of Our Earth
8 How Much Is a College Degree Worth to You
11 How the Great Religions Began
36 How to Become a Better Reader
16 How to Get Higher Marks in School
3 How to Prepare for College
29 How to Study
10 How to Study Better and Get Higher Marks
18 The Human Body
4 The Human Mind (Curtis Co.)
3 Ideas of the Great Economists
8 Little Book of Stars
9 Machines that Built America
18 Mammals
3 Man in Flight
6 Math, Grade 1, 2, 3, 4
12 Mathematics in Everyday Things
9 Mathematics Tables and How to Use Them
3 New American Guide to Colleges
12 New American Webster Handy College Dictionary
6 New Hammond World Atlas
12 The New Mathematics Dictionary and Handbook
7 New Ways to Greater Word Power
8 Number Fun
___ Pacific Northwest
6 Parent's Guide to Children's Reading
5 Penguin Dictionaries (Art, Music, Politics, etc.)
2 Penguin Encyclopedia
9 People and Places
24 Pictorial History of Western Art
24 Picture History of Painting
44 Rapid Vocabulary Builder
26 Reptiles and Amphibians

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

3	Seashores
9	Shortcuts to Effective English
21	Silent World
3	Southwest
25	Stop, Look, and Write
4	The Strange Story of Our Earth
22	30 Days to a More Powerful Vocabulary
33	3-In-1 Workbook, Grade 1 and 2
2	Trees
30	20 Steps to Perfect Spelling
40	Walt Disney Story of Our Friend the Atom
6	Weather
20	Words Most Often Misspelled and Mispronounced
4	You and Your Senses
3	Zoology

VOCATIONAL GUIDANCE

19	The Bantam Book of Correct Letter Writing
24	Career Guide for Young People
7	The Delso Sisters, Beauticians*
22	From High School to a Job
25	How to Be an Effective Secretary
6	How to Become a Government Girl
29	How to Land the Job You Want
25	John Leveron, Auto Mechanic*
24	Marie Perrone, Practical Nurse*
24	The Millers and Willie B.; Butcher, Baker, Chef*
33	1001 New Job Opportunities
28	1001 Top Jobs for High School Graduates
23	Opportunities in Agricultural Engineering
23	Opportunities in Free Lance Writing
25	Opportunities in Machine Shop Trades
35	Opportunities in Office Occupations
26	Opportunities in Pharmacy Careers
28	Opportunities in Recreation and Outdoor Education
17	Opportunities in Social Work Careers
18	Opportunities in Teaching Careers
23	Six Ways to Get a Job
17	So You Want to Be a Doctor
15	So You Want to Be a Lawyer
17	So You Want to Be a Nurse
15	Television as a Career
52	Touch Typing in 10 Lessons
15	Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

15 Accident Handbook
14 All New Fannie Farmer's Boston Cooking School Cook Book
29 Ann Landers Talks to Teenagers About Sex
19 Ann Pillsbury's Baking Book
28 The Art of Dating
27 Be Happier, Be Healthier
29 Becoming Parents
19 Better Homes and Gardens Baby Book
9 Betty Bissell Book of Home Cleaning
13 Bulky Knitting
18 Calories, Vitamins, and Common Sense
11 Children's Knitting
14 Complete Book of Knitting and Crocheting
18 Complete Guide to Home Sewing
14 Cookbook for Beginners
10 Drink, Eat, and Be Thin
28 Encyclopedia of Clothes Care
19 Etiquette and Manners
9 Explaining Life to a Child (Dell)
21 Facts of Life and Love for Teenagers
16 Facts of Love and Marriage for Young People
28 Family First Aid
45 Family Legal Adviser
27 Family Medical Encyclopedia
6 Fannie Farmer Junior Cook Book
18 Fathers Are Parents, Too
8 First Aid for the Ailing House
2 Gardening the Easy Way
28 Good Housekeeping Book of Baby and Child Care
4 The Handy Book of Gardening
8 Heloise's Housekeeping Hints
25 Home Maintenance: Quick and Easy Guide
4 Household Encyclopedia
2 Householder's Manual
28 How to Clean Everything
16 The I Never Cooked Before Cookbook
28 Infant Care (Lancer Books)
17 Instant Household Tricks
2 Instant Kitchen Tricks
28 Key to Physical Fitness
16 McCall's Easy Sewing Book
25 New Handbook of Modern Birth Control
13 New Ways in Sex Education
23 Nutrition in a Nutshell
11 On Life and Sex
3 1001 Questions and Answers from the Family Handyman
13 The Painless Way to Stop Smoking
6 Planned Parenthood
46 Pocket Book of Baby and Child Care (Spock)
13 Pregnancy and Birth
26 Premarital Dating Behavior
25 Protecting Yourself and Family
12 Sewing: New Ways, New Tools
25 Sex and the Adolescent
25 So You're Going to Be Married
18 Social Security and Medicare (Dell)
22 Stop Dieting: Start Losing
11 Tell Me, Doctor
22 To Goof or Not to Goof
23 The Vanishing Adolescent
29 Your Adolescent at Home and in School
24 Your Complete Home Medical Reference Book
24 Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

12 ABC's of Community Planning (Sears)
9 ABC's of Urban Renewal (Sears)
13 America Tomorrow, Creating the Great Society
22 Basic Facts of American Government
15 Conventions and Elections: 1964 (Dell)
13 Democracy in America (Mentor)
5 Democratic Way of Life
5 Federalist Papers
28 Handbook of Everyday Law
20 Handbook of Practical Politics (Henry Holt & Co.)
6 How to Succeed in Politics
5 Living U.S. Constitution
5 Making of the President
14 A Manual for Direct Action (Quadrangle Books)
4 National Relocation and Housing Guide
7 Our American Government
14 Parties and Politics in America
8 The Peace Corps (Kittler)
14 Politics and Policies in State and Local Governments (Prentice-Hall)
16 Questions and Answers on American Citizenship
2 Report of the County Chairman
12 Slums and Suburbs
14 The U.N. and How It Works
15 U.S. Political System and How It Works
3 The Wasted Americans
12 What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

11 Buyer's Guide to Nearly Everything
43 Consumer's Guide to Better Buying
46 Family Handbook of Dollars and Sense
47 How and Where to Borrow Money
41 How to Borrow Money
50 How to Get More for Your Money
44 How to Lower Your Food Bills
47 How to Spend More, Owe Less, and Live Better
42 Principles of Cooperation (Bogardus, Cooperative League of USA)
8 Sense with Dollars
3 Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
3 Vice President in Charge of Revolution (McGraw Hill)

Rock Hill

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be!
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories - O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book'
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mohicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arthur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan-Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U. of Chicago)
The American Scene: 1600-1860
Americans All: Story of Our Latin American Neighbors
Ark of Empire: American Frontier 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
X Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
X 30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
X Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
X You and Your Senses
Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Phamacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
X Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
X Be Happier, Be Healthier
X Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
X Calories, Vitamins, and Common Sense
Children's Knitting
X Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
X Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
X Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
X Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
X Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
X On Life and Sex
1001 Questions and Answers from the Family Handyman
X The Painless Way to Stop Smoking
X Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
X Sex and the Adolescent
X So You're Going to Be Married
X Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
X To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
X ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
X Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
X Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U. S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
X The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
X Slums and Suburbs
X The U.N. and How It Works
U. S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

Rec'd 4/5/66 Co. PHA - 4/5/66

THE FUND FOR THE ADVANCEMENT OF EDUCATION
ESTABLISHED BY THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK, N. Y. 10022

(1)

JOHN J. SCANLON
SECRETARY-TREASURER

March 31, 1966

Mr. Paul Anthony
Executive Director
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Anthony:

I am pleased to inform you that the Fund for the Advancement of Education is making a six-month grant of $25,000.00 to the Southern Regional Council, Inc., for an experiment designed to encourage the reading and ownership of pleasurable books by disadvantaged children and adults in several communities where the Southern Regional Council is active through its state and local councils on human relations.

This grant is based on the discussions we have had over the past two months, and specifically on the proposal you submitted to the Fund on February 28, 1966.

It is our understanding that the experiment will involve the following, among other activities:

1. Establishing elementary and high school libraries in several disadvantaged schools which do not have such libraries, and increasing the library holdings of similar schools which now have inadequate libraries--especially in communities where there is a local group willing to participate on a long-term basis.

2. Providing books for tutorial programs and cultural enrichment programs in small rural areas, such as the one being conducted by the East Alabama Council on Human Relations in Macon and Lee Counties.

3. Providing books for neighborhood libraries in urban slum areas and community libraries in rural areas.

4. Providing books for privately sponsored day-care centers, such as the ones in Auburn and Decatur, Alabama, which serve children of working mothers.

5. Equipping Rural Advancement Project directors with books they can place in rural community centers, schools, and homes.

It is also our understanding that the experiment will be carried out in close cooperation with state and local councils on human relations, with other local groups such as neighborhood community centers and day nurseries, and with regional groups such as Books for Equal Education.

Funds under this grant may be used for the purchase of books and costs relating to their distribution. No part of the grant funds may be used for costs that are a part of the normal operating budget of the Southern Regional Council.

It is our practice to request for our records a statement of expenditures under such grants, and we would appreciate an accounting as near the completion of the program as is convenient. Any money under this grant not necessary or employed for the purposes of the grant should be returned to the Fund at the conclusion of this project.

We should also like, at the conclusion of the project, a brief summary of activities under this grant and an appraisal of the program.

We have your tax exemption certificate on file and, unless we hear from you otherwise, will assume that it is in full force and effect.

It is the Fund's usual policy not to make any public announcement of its grants, but rather to leave this to the grantee. However, in this instance the Fund proposes to make an exception and to announce this grant, together with several other similar grants, on April 17th, the first day of National Library Week. If you wish to give additional publicity to the grant, after the Fund announcement, we would have no objection, but we would appreciate having an advance copy of any publicity release you may make, so that we may check any reference to the Fund.

August 30, 1966

U.S. Government Printing Office
Division of Public Documents
Washington, D.C. 20402

Dear Sir:

I am compiling a bibliography on vocational guidance as part of a paperback book project being undertaken by the Southern Regional Council. I need material in low-cost soft cover form about lower income jobs not requiring a college education. Books on farm equipment and auto repair, barbering, cosmetology, forestry, poultry raising, textile printing, basketry and weaving might serve as examples of the type of material I am seeking. If you have any publications of this type, could you please send me a list and order forms?

Thank you very much.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

August 31, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

I enclose the list of books pertaining to the Negro and a list of 11 addresses of state councils on human relations. Could you please send to each person circled one copy of each book on the list.

Thanks very much.

Sincerely,

Louise Cole
Paperback Book Project

Encs.

Sept. 2, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

Here is the list sent to us from the Georgia Council and the last one we are giving individual attention to. Ignore the "100 copies each...." at the top of each page.

Could you let me know as soon as you can which of these books you already have in stock. Then I will get a definite order from these people.

Thanks very much.

Sincerely,

Louise Cole
Paperback Book Project

Enc.

M E M O R A N D U M

September 6, 1966

TO: State Council Directors

FROM: Miss Louise Cole

Many thanks to the directors in Mississippi, Arkansas, Virginia, Florida, and Houston for sending the lists of major cities and their most serious problems in race relations (my memo of August 12). We were gratified to get this information and will be even happier to hear from the remaining directors. So try to find a few minutes somewhere so that we can complete this brief report.

Here at last are the bibliographies that we will use for the paperback book project. I have enclosed three copies for your convenience. Applicants may either select books from these lists or order all books in specified categories. I have a supply of these lists to send to any interested group. The more the merrier!

One final piece of news--you will notice the bibliography on Negro history, culture, race relations, and African history. I have placed an order with the Atlanta News Agency to send each of you a copy of every book on this list, as you requested at the meeting in August. This should be quite a valuable set of books, and we hope that you will use it extensively to promote the paperback book project.

ANA

atlanta news agency, inc. / 3875 green industrial way / chamblee, georgia
phone 457-5545 / p.o. box 355

Sept. 7, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth St., N.W.
Atlanta, Ga. 30303

Dear Miss Cole:

Enclosed is a listing of the books on "Negro History, Culture, Race Relations and African History" which you requested but which we do not have in stock. These books have been "back-ordered" for you in quantities of fifty. I assume that you would prefer to wait until these books arrive before a distribution is made to the eleven people on the Southern Regional Council List.

Very truly yours,

Alvin M. Steingold

Alvin M. Steingold,
Educational Book Division
ATLANTA NEWS AGENCY, INC.

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
* ~~African Heritage~~
African Independence (Dell)
Africa's Freedom
* ~~American Race Relations Today~~
The Angry Black South
* ~~Before the Mayflower--History of the Negro in America (1619-1962)~~
* ~~Black Boy~~
Black Humor
Black Like Me
* ~~Black Metropolis~~
* ~~Black Muslims in America~~
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
* ~~Cool World~~
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
* ~~Freedom Summer~~
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
* ~~Home to Harlem~~
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
* ~~In White America~~
* ~~Invisible Man~~
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
* ~~The Negro in the Making of America~~
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
* ~~Notes of a Native Son~~
* ~~On Being Negro in America~~
Portrait of a Decade
Race and Nationality in American Life
* ~~Roosevelt Grady~~
Sex and Racism in America
Souls of Black Folk

NEGRO HISTORY-2

~~The South and the Southerner~~
~~South Town~~
Southern Temper
The Story of Jazz
~~Strange Career of Jim Crow~~
The Strength to Love
Stride Toward Freedom
This Is My Country Too
~~The Troublesome Presence~~
~~Up From Slavery~~
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
~~Years Pictorial History of the American Negro~~

K. B. M. CROOKS

Southern Regional Office

September 12, 1966

Dear Paul:

If there are state or local Councils on Human Relations that have machinery for distributing books (see attached information), we would like to send similiar pieces to them.

I need your judgment in this determination.

Yours very truly,

K.B.M. Crooks

KBMC:all

Enclosures

National Urban League

78 Marietta Street, N.W. SOUTHERN REGIONAL OFFICE Atlanta, Georgia 30303

MEMORANDUM September 8, 1966

TO: Affected Agency Heads and
Urban League Executives

FROM: K.B.M. Crooks, Director
Education Division, Southern Regional Office
National Urban League

RE: BOOKS FOR EQUAL EDUCATION (ATTACHED)

Rarely has an opportunity for placing in the hands of the culturally and economically disadvantaged, worthy reading material at so little cost as is provided by the BOOKS FOR EQUAL EDUCATION program described in the attachment addressed to me.

For those of you can immediately take advantage of this opportunity, feel free to write directly to Shawn Boles, the Southern Director.

For those of you who have no present machinery for selecting, transporting and distributing books to appropriate deserving people, the National Urban League will be glad to give you assistance if you so indicate.

Need I say more?

KBMC:all

XERO COPY XERO COPY XERO COPY XERO COPY

BOOKS FOR EQUAL EDUCATION

236 EAST 46th STREET • NEW YORK, N. Y. 10017 • 687-3676 • CABLE, YACWAY

Co-Sponsors: UNITED STATES NATIONAL STUDENT ASSOCIATION, UNITED STATES YOUTH COUNCIL • National Director: FRANK A. MILLSPAUGH

Fourth Floor
416 Marietta Street, N. W.
Atlanta, Georgia 30303
Telephone 523-8039
August 25, 1966

Mr. K. B. M. Crooks, Jr.
National Urban League
Southern Regional Office
78 Marietta Street, N. W.
Atlanta, Georgia

Dear Mr. Crooks:

As you may know, Books for Equal Education is a non-profit organization distributing used textbooks and fiction to selected Negro colleges in the southeast. Many of the books received by us for distribution are not suitable for college use, but might well be utilized in tutorial situations, community libraries, literacy projects, head start programs, etc.

We feel that in your capacity as Director for Education and Youth Incentive of the National Urban League, you might be able to aid us in finding recipients for our non-college books which include: (1) virtually unlimited supply (ea. 100,000) of used textbooks from grades 3 through 12 in all subject areas. (English, mathematics, science, social studies, foreign languages, etc.) (2) about 20,000 volumes of poor fiction. (3) about 5,000 volumes of children's books, pre-school materials and beginning readers. There is NO CHARGE for any book distributed by us, but the recipient must be responsible for transportation from our Atlanta warehouse to the final destination. Many recipients are able to obtain a truck and thus assure themselves of proper book selection and minimum transportation costs by receiving their books directly at the warehouse. For those who cannot come to Atlanta; we will ship books collect either via commercial trucking lines (sample cost: 2 cents per pound to Raleigh, N.C.) or via the post office (5 cents per pound shipped anywhere in U.S.) We have found that commercial trucking is usually cheaper and results in better condition of books on arrival. There are usually 8 books per 5 pounds.

Those persons interested in obtaining books should write directly to the warehouse (Fourth Floor, 416 Marietta Street, N. W., Atlanta) stating (1) when they will come select and transport books or (2) if not convenient to come to Atlanta; the kind of project, number and type of books

Supporting Organizations:

Americans for Democratic Action, Campus Division
American Friends Service Committee, College Section
American Youth Hostels
Association of International Relations Clubs
B'nai B'rith Young Adults
Collegiate Council for the United Nations
Cooperative League of the U.S.A., Student Div.
Encampment for Citizenship
4-H Clubs and Young Men's & Young Women's Programs
Lisle Fellowship, Inc.
National American Indian Youth Committee of Arrow, Inc.
National Association for the Advancement of Colored People, Youth Division
National Catholic Youth Organizations Federation
National Federation of Catholic College Students
National Jewish Welfare Board
National Newman Club Federation
National Student Christian Federation
National Student Council of the Young Men's Christian Association
National Young Men's Christian Association Young Adult Council
Students for a Democratic Society
Student Non-Violent Coordinating Committee
Student Religious Liberals
United Christian Youth Movement
United World Federalists, Student Division
United States National Student Association
United States Student Press Association
Workmen's Circle
Young Christian Students
Young Christian Workers
Young Democratic Clubs of America
Young Women's Christian Association of the United States of America

XERO COPY XERO COPY XERO COPY XERO COPY

BOOKS FOR EQUAL EDUCATION

236 EAST 46th STREET • NEW YORK, N. Y. 10017 • 687-3676 • CABLE, YACWAY

Co-Sponsors: UNITED STATES NATIONAL STUDENT ASSOCIATION, UNITED STATES YOUTH COUNCIL • National Director: FRANK A. MILLSPAUGH

desired, shipping address, and method of transportation. Warehouse hours are 9-4 weekdays until September 15. Special appointments for selection may be made after September 15th by contacting the Southern Director at his home address (1720 Monroe Drive, N. E., Atlanta, Telephone 875-2818.)

Thank you in advance for any aid which you may be able to give us in finding worthy recipients for our books.

Yours truly,

Shawn Boles

Shawn Boles
Southern Director

SB/km

Supporting Organizations:

Americans for Democratic Action, Campus Division
American Friends Service Committee, College Section
American Youth Hostels
Association of International Relations Clubs
B'nai B'rith Young Adults
Collegiate Council for the United Nations
Cooperative League of the U.S.A., Student Div.
Encampment for Citizenship
4-H Clubs and Young Men's & Young Women's Programs
Lisle Fellowship, Inc.
National American Indian Youth Committee of Arrow, Inc.
National Association for the Advancement of Colored People, Youth Division
National Catholic Youth Organizations Federation
National Federation of Catholic College Students
National Jewish Welfare Board
National Newman Club Federation
National Student Christian Federation
National Student Council of the Young Men's Christian Association
National Young Men's Christian Association Young Adult Council
Students for a Democratic Society
Student Non-Violent Coordinating Committee
Student Religious Liberals
United Christian Youth Movement
United World Federalists, Student Division
United States National Student Association
United States Student Press Association
Workmen's Circle
Young Christian Students
Young Christian Workers
Young Democratic Clubs of America
Young Women's Christian Association of the United States of America

September 12, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

Thanks for your letter of Sept. 7. Yes, it would be good to wait until the rest of the "Negro history" books arrive before sending any. I've just learned that the North Carolina and Louisiana Councils have new addresses. For North Carolina, the address is

Mr. Will C. Allred
Executive Director
North Carolina Council on Human Relations
233½ N. Greene Street
Greensboro, North Carolina 27401

For Louisiana,

Mrs. Patricia Miller
Executive Director
Louisiana Council on Human Relations
First Federal Savings and Loan Association Bldg.
7990 Scenic Highway
Baton Rouge, Louisiana

To you and your family, a very Happy New Year.

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

September 14, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Louise:

Thanks for the book list. This will help very much in pushing the book project. Will you send me 20 more of the lists so that I can send them to our Councils?

Many thanks and good luck on a fine program.

20 sent Sept. 16. LC

Sincerely yours,

Frances

Mrs. Frances Pauley
Executive Director

FP/es

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MRS. HARRY V. RICHARDSON, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
THE REVEREND OLIVER W. HOLMES, ASSOCIATE DIRECTOR

September 19, 1966

Mrs. Ramona Musselwhite
Secretary to
Mr. D. H. Gareis
Sears, Roebuck and Co.
675 Ponce DeLeon Avenue, N.E.
Atlanta, Georgia 30308

Dear Mrs. Musselwhite:

We have received your letter and the 20 copies each of the "ABC's of Community Planning" and "ABC's of Urban Renewal" and wish to express our appreciation for these books and your prompt attention to our request.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Sears, Roebuck and Co.

Southern Territory
Executive Offices
Atlanta, Georgia

D. H. GAREIS
DIRECTOR
PUBLIC RELATIONS

September 14, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street
Atlanta, Georgia

Dear Miss Cole:

We are today mailing to your attention, under separate cover, 20 copies each of our publications entitled "ABC's of Community Planning" and "ABC's of Urban Renewal", as per our telephone conversation.

Should you need additional copies they may be obtained at a slight charge per copy by sending your request to: Mr. John M. Kelly, Sears, Roebuck and Co., Department 703, 925 So. Homan Avenue, Chicago, Ill. 60607.

Sincerely,

Mrs. Ramona Musselwhite

Secretary to
Mr. Gareis

September 26, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

Here are three more orders.

I can give you that change of address I mentioned on the phone. It's the Louisiana Council address; instead of 7990 Scenic Highway, the correct number is 7986 Scenic Highway.

Sincerely,

Louise Cole

LC:mlm

Encl.

September 13, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

Here are three orders. I have put each order on a separate page and have clipped to that page any additional information needed. You will see, for example, in the first order, that Mr. Becker has lined off some books in the school subjects category and in the family. If this is a cumbersome way to order, please let me know, and I will try to think of something else.

There may be a bit of a problem with the ABC's of Community Planning and the ABC's of Urban Renewal. I am calling Sears Roebuck about them. If I can order them, will it be all right if I ask Sears to send 50 of each to the Atlanta News Agency and bill the Southern Regional Council? This way we wouldn't have to make a separate mailing.

Also, I have an address to write for Something of Our Own (consumers, cooperatives category) and want to know if I can make the same kind of arrangement for this book.

Sincerely,

Encs.

17 + 79 = 96

35 + 87 = 122

6 + 26 + 32

31 + 63 = 94

28 + 226 = 254

Southern Regional Council, Inc.

ROOM 432, 63 AUBURN AVENUE, N. E. ATLANTA 3, GEORGIA

JAckson 2-8764

HAROLD C. FLEMING
EXECUTIVE DIRECTOR

A Council to attain, through research and action, the ideals and practices of equal opportunity for all peoples in the South.

226
67
79
76
27
20
24
521 – Emory total
+ basic one h.

67 + 7 = 74

76
41
65

76
98
107
79
360 to one center
3
1080

16 + 7 = 23

in the 1st order

Dear Mr. Steingold:

~~I have~~ Here are several orders for you. ~~I'll~~ I have put each order on a separate page, ~~& have~~ ~~Clipped to that page any additional in~~ on that page. You will see, e.g., that, ~~[illegible]~~, Mr. Becker has ~~checked off the ones in the~~ lined off some books in the school subjects category & in the family. If this is a cumbersome way to order, please let me know, & I'll try to think of something else.

¶ Mention "ABC's" & "something of Our Own".

#1. To: Mr. Louis D. Becker
Program Director
Upward Bound Program
Emory University
Atlanta, Georgia 30322

Call him to let him know.

He orders
1. One of every book in the
6. One of the 20 checked in red in the
8. One set of the Basic One Hundred.

This totals 621 books.

Letter to Kirby: #67, 68, 69, 71.

~~I think I know how to type on this.~~

#2. To: Mr. Johnny L. Kirby, Counselor
Technical Rural Agriculture Project
P.O. Box 377
Thomasville, Georgia 31792

Order:

See attached book list. Concerning #67, 68, 69, and 71, Mr. Kirby ~~did not realize he would be~~ evidently selected these from the Basic One Hundred, not realizing the set had to be ordered as a unit. If you already have these four in stock, please send them. ~~but~~ If you don't, forget it.

This totals 1080 books.

Letter to Knuntila. Mention Basic One Hundred.

#3. To: Miss Nancy Knuntila
Vista Volunteer
L.B.J. and C. Development Corp.
P.O. Box 65
Monterey, Tennessee

Order:

See attached book list. For the Basic One Hundred, just send one set.

¶ This totals about 945 books

76
71
72
35
254

Sears 875-8211

~~875-1881~~

254
104
89
74
96
122
56
94
32
24
945

109
37
8
45

Cont. of Alvin's letter.

~~With regard to~~ The ABC's of Community Planning & the ABC's of Urban Renewal (the community improvement & pol. ed. category) are put out by Sears Roebuck & Co.

There may be a bit of a problem with the ABC's of Comm. & the ABC's of UR

Budgett - 261-6700

Mr. Don Zarris - TR 5-8211
Dir. PR
Ext. 371
Call at 4:00
She is calling me by Wed. 14th

~~Toy dept. Mrs. Jones~~

I am calling Sears Roebuck about them. ~~If~~ If I can order them, will it be all right if I ask Sears to send 500 each to the Atlanta News Agency and bill the S.R.C.? ~~You can then distribute. You can then put them in with orders~~ This way we wouldn't have to make a separate mailing.

Also, I have an address to write for ~~about~~ Something of our Own (consumers, cooperative, category) and ~~will~~ want ~~to make~~ the same kind of arrangement for this book. to know if I can make

September 28, 1966

Mrs. Luther Stewart
1710 Church Street
Marietta, Georgia 30060

Dear Mrs. Stewart:

I have received your card asking for Pioneer Go Home by Richard Powell. The Southern Regional Council's paperback book project is sending books to groups which have specific programs for trying to encourage people to read. We unfortunately don't have the resources to answer individual requests, but we are happy to hear of your talent in helping folks to learn to read.

This book is a paperback, costing 60¢. If you can't find it, you may want to write to the publisher, Bantam Books, Inc., 271 Madison Avenue, New York, New York 10016. (The order number is H2736.)

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Dear Sir, In a Report on CobbCo Summer Reading Program, I read that "any paper back in publication can be acquired for free." I have been hunting for Pioneer Go Home by Richard Powell. and if you could get it for me, I would be grateful. I feel I have some talent in helping folks to learn to read, and feel more help is needed for all our children.

Mrs Luther
1710 Church
Marietta Ga
30060

MARIETTA
GEORGIA
1958
NAVAL AIR RESERVE
50TH ANNIVERSARY
1916 - 1966

15th

Louise

753-6101

West End — Center

Miss Vines

or

Miss Blackford

Called about a book program. Told they're out of funds. She's sending proposal anyway.

November 10, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are two book orders.

Thanks,

St. Francis County (Forrest City)
+
Schuyler Elem. School.

November 2, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are two book orders.

Thanks,

Morris Brown &
West End of Atlanta.

NORTH CAROLINA COUNCIL ON HUMAN RELATIONS
233½ NORTH GREENE STREET, ROOM 4
GREENSBORO, NORTH CAROLINA 27401

October 27, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 03030

Dear Louise:

Give us some more entire lists of the books available for the Book Distribution Project! I would think you could run the same stencils that you ran for the first; but we desperately these to distribute to people as they express an interest.

We would appreciate your getting to us at least 25 of these lists immediately. If you do not have time to reproduce them yourself, send us a copy of the whole list -- we have given them all out here -- and we will reproduce them ourselves.

Thank you very kindly.

Sincerely yours,

Will C. Allred, Jr.

Will C. Allred, Jr.
Executive Director

25
Sent
Oct. 31.
LC

WCAjr/b

October 21, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are two book orders.

Thanks,

South St. Community Center
&
Hancock County Comm. Center

Sept. 30, '66

Columbia, S.C.	1865	
Eutaw, Ala.	182	
Thomasville, Ga.	437	
Thomasville, Ga.	1080	
Atlanta, Ga.	621	
Miami, Fla.	578	
Monterey, Tenn.	945	
Durham, N.C.	826	
Jacksonville, Fla.	506	
Jacksonville, Fla.	578	
(Mobile, Ala.)	471	
Total	8689	books (not counting Nan, etc.)

(estimate of 1900 before me)

September 28, 1966

TO: Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

FROM: Louise Cole

THREE MORE BOOK ORDERS

(Dunlap; SPEED-UP, Columbia; Eutaw)

November 22, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are two book orders.

Thanks,

Maggie Rance Y, Baton Rouge
Glynn County, Brunswick, Ga.

November 15, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are three book orders.

Thanks,

- Harriet Tubman, Durham
- S. C. Comm. for Farm Workers, Sumter
- " , Ravenel, S. C.

MARTIN LUTHER KING, JR. CENTER

Interim Report of the Paperback Book Project
Southern Regional Council

We have received book orders from 37 organizations. They have requested a total of 32,672 books. The Atlanta News Agency is collecting and shipping these orders and has billed the Southern Regional Council for only a part of this total. The attached sheet shows the expenditures up to November 11, 1966, and the remaining funds.

Here are the 37 organizations:

11 State Councils on Human Relations

Greene County Community House (Southern Rural Action Project)
Eutaw, Alabama

Tuskegee Institute Community Education Program
Tuskegee Institute, Alabama

Toulminville Methodist Church Youth Center, Study Hall, and Tutorial Program
Mobile, Alabama

Mobile Council on Human Relations Library
Mobile, Alabama

Head Start Lee County
Auburn, Alabama

Selma Inter-Religious Project
Tuscaloosa, Alabama

Jones High School
North Little Rock, Arkansas

St. Francis County Achievement Committee
Forrest City, Arkansas

West Jacksonville Association for a Better Community, Inc.
Jacksonville, Florida

Florida Council on Human Relations-VISTA Study Hall, Tutorial Program
Miami, Florida

Wilder Park Neighborhood Center
Jacksonville, Florida

Hancock County Community Center (Southern Rural Action Project)
Sparta, Georgia

Technical Rural Agriculture Project
Thomasville, Georgia

Vine City Council Adult and Children's Tutorials and Thrift Shop
Atlanta, Georgia

Project UPWARD BOUND, Morris Brown College
Atlanta, Georgia

Upward Bound Program, Emory University
Atlanta, Georgia

West End Neighborhood Service Center Special Drama Project
Atlanta, Georgia

S.H. Dunlap Elementary School
Thomasville, Georgia

Georgia Council on Human Relations Cobb County Reading Program
Cobb County and Marietta, Georgia

Ad Hoc Committee for a Freedom Library
Opelousas, Louisiana

Youth Educational Services
Durham, North Carolina

SPEED-UP
Columbia, South Carolina

South Street Community Center
Nashville, Tennessee

L.B.J. and C. Development Corporation-VISTA Tutorial Program
Monterey, Tennessee

North Nashville Project
Nashville, Tennessee

Schuyler Elementary School
Schuyler, Virginia

We are presently corresponding with 23 prospects.

They have requested a total of 32,672 books.

We have received book orders from 37 organizations. ~~The total number of books requested is~~ . ~~The amount of money spent~~ ~~We have not been billed for~~

The Atlanta News Agency is ~~processing~~ collecting & shipping these orders & has ~~not~~ billed the SRC ~~for the total no. of books~~ for only a part of this total.

~~We have 23 prospects~~ We are presently corresponding with 23 prospects.

Here are the organizations:

~~See~~ The attached sheet shows the expenditures up to Nov. 11, 1966, and the remaining funds.

~~Sh~~

11. Eleven State Councils on Human Relations	737
2. Jones High School, North Little Rock, Ark.	892
2. St. Francis County Achievement Committee, Forrest City, Ark.	2493
9. Schuyler Elementary School, S., Va.	980
4. Hancock County Community Center, (Southern Rural Action Project) Sparta, Ga.	782
8. South Street Community Center, Nashville, Tenn.	758
1. Greene County Community House, Eutaw, Ala. (Southern RAP)	782
1. Tuskegee Institute Community Education Program, T. I., Ala.	9178
3. West Jacks Ass. for a Better Comm., Inc., J., F.	506
1. Toulminville Methodist Church Youth Center, Study Hall, & Tutorial Program, Mobile, Ala.	741
4. Technical Rural Agriculture Project, Thomasville, Ga.	1080
4. Vine City Council - adult & Children's Tutorials & Thrift Shop, Atlanta, Ga.	3421
4. Project UPW B, Morris Brown College, At.	1961
4. Upward Bound Program, Emory U., At.	621
4. West End Neighborhood Service Center, At. (Special Drama Project)	40
3. Florida Council on HR - VISTA Study Hall, Tutorial Program, Miami	578
8. L.B.J. & C. Dev. Corp. - VISTA ~~Cultural Enrichment~~ Tutorial Program, Monterey, Tenn.	945
6. Youth Educational Services, Durham, N.C.	826
3. Wilder Park Neighborhood Center, Jax.	578
1. Mobile Council of H K Library, Mobile Ala.	471
7. SPEED-UP, Columbia, S.C.	1865
4. S. H. Dunlap Ele. School, Thomasville Ga.	437

(over)

Interim Report of the Paperback Book Project
Southern Regional Council

1. Head Start Lee County, Auburn, Ala. ~~1900~~
1. Selma Inter-Religious Project, Tuscaloosa, Ala.
4. Ga. Council on HR Cobb County Reading Program → Cobb County, Marietta, Ga. 2000
5. Ad Hoc Committee for a Freedom Library, Opelousas, La.
8. North Nashville Project, Nash., Tenn.

~~We have requests prospects with which we are corresponding at the moment.~~

~~IIII~~ ~~IIII~~ ~~IIII~~ III

November 23, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

I'm not fussing, but I wanted to show you this letter because I know we both want to avoid this kind of thing as much as we can. Perhaps we should work first on the orders that come in first.

Sincerely,

Louise Cole
Paperback Book Project

November 28, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are four book orders. The one to Durham and the one to Thomasville are the two which you did not have on any of your lists. Please give them priority.

Thanks very much,

+ CONCERN, Inc., Columbia
updike, Charlottesville

November 30, 1966

Mrs. Alice Spearman
Executive Director
South Carolina Council on Human Relations
1330 Laurel Street
Columbia, South Carolina 29201

Dear Alice:

I've just mimeographed a whole new batch of book lists and have sent 50 to you in a separate package. Enclosed are 20 guidelines. You can see that these guidelines are a shorter version, and I think they say what has to be said.

All the luck, and thanks so much.

Sincerely,

Louise Cole

Encs.

Dear Louise

I'm without a secy today but need some quick response so ~ excuse this quickie!

We're getting feedback from many of those whom we wrote re the paperback book project and have about 20 other spots we want to alert so I'll need that many (20) more copies of the guidelines and 35-50 copies of the lists — please! at your earliest convenience and thanks ~

Alice Spearman

11-24-66

November 30, 1966

Mr. Baxton Bryant
Executive Director
Tennessee Council on Human Relations
1207 18th Avenue, South
Nashville, Tennessee 37212

Dear Baxton:

The mimeograph machine is pouring out the book lists again. Since I challenged you to 30 projects, I've sent 30 book lists to you in a separate package. If you need more (optimist that I am), just say the word.

All the luck, and thanks so much.

Sincerely,

Louise Cole

Enc. 30 guidelines.

December 5, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are six book orders.

If you are running short of Something of Our Own, ABC's of Community Planning, and ABC's of Urban Renewal, please let me know.

Thanks,

- Pankey, Little Rock
- YM-YWCA, Chapel Hill
- Summerhill-Mechanicsville, Atlanta
- additional Glynn County
- VISTA, East Central, Atlanta
- Gardner, Strong, Ark.

Dec. 6, 1966

Groups which did not need to get notice about Lift Every Voice:

Chapel Hill, N.C.
YM-YWCA Tutorial, U. of N.C.

Mobile, Ala.
Council Circulating Library

Hughes, Ark.
Hughes Voters League

Little Rock, Ark.
Pankey Elementary School

Atlanta, Ga.
Summerhill-Mechanicsville Center

Atlanta, Ga.
East Central Neighborhood Center

Strong, Ark.
Gardner High School

Charlottesville, Va.
Study-Tutorial Program

Columbia, S.C.
CONCERN, Inc.

Atlanta, Ga.
West End Center

December 5, 1966

Mr. Alvin Steingold
Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Dear Mr. Steingold:

I am sending under separate cover the copies of the Lift Every Voice songbook which I removed from the box of books sent here by accident. I have sent this box to the Mobile Council.

When you get in stock the book on my list, Lift Every Voice: the Lives of Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday), would you please send copies of it to the programs which requested it? If you need records of who requested it, please let me know.

Sincerely,

Louise Cole

P. S.

I am sending a notice to each program which requested the Lift Every Voice biographical book and received by mistake the Lift Every Voice songbook. Explaining that a mistake has occurred, I will let them know that the proper book will be mailed to them and that they should return the songbook to you if it is unused.

M E M O R A N D U M

December 8, 1966

TO: Paul Anthony

FROM: Ed Stanfield E

SUBJECT: Paperback Books Project

The Paperback Books Project is gathering momentum rapidly. The word seems, at last, to have drifted down to community organizations and local councils, as well as to all kinds of schools with weak libraries or no libraries, and we are getting so many requests that Louise and I are afraid there will soon be a lot of disappointments.

Although it is too soon to expect evaluations of the various local projects, we ought to begin thinking about a request for renewal of the grant and, perhaps, an enlargement. I have asked Louise to give us a report on current status as soon as possible.

A lot of questions arise. Should we encourage the donor to consider the need of the many schools, public and private, which simply need to augment their libraries--without a sponsoring citizens' group? Should we consider the possibility of decentralizing the operation, with the next grant, so as to make the state councils the source of the books for local groups within their states? (This might be done either by having them develop a working arrangement with a local distributor or by standardizing the ordering procedure and having them send orders direct to Atlanta News Agency, which would also bill them direct.)

(Louise just came in. She calculates that we have ordered some 53,000 books thus far and that they have billed us for only about $6,000 worth. Allowing for $4,000 backlog, it appears that the books are costing only about half as much as we expected on the basis of the rule of thumb that Elson gave us. I will try to check this more carefully.)

December 9, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia 30005

Attention: Mr. Alvin Steingold

Enclosed are four book orders.

Thanks,

- American Friends
- Kirkwood
- Clark College
- Broadus Wood School

December 16, 1966

Mrs. Alice Spearman
Executive Director
South Carolina Council on Human Relations
1330 Laurel Street
Columbia, South Carolina 29201

Dear Alice:

To my amazement, in less than a month I have been flooded with requests for books. The result is that we have used practically all the grant for the paperback book project, and I am actually having to turn down requests. I think SRC plans to ask for a new grant for 1967, so I'm making a special file of these additional requests. They will help to show the need for such books and will be handy for future contacts.

I've enclosed a little report of where the books are being sent so far.

I hope you have a Happy Holiday Season.

Sincerely,

Louise Cole

December 16, 1966

Mr. Baxton Bryant
Executive Director
Tennessee Council on Human Relations
1207 18th Avenue, South
Nashville, Tennessee

Dear Baxton:

It is unbelievable, but since the annual meeting, and my pleadings for book orders, I have been flooded with requests from everywhere. The result is that we have come very close to spending all the money available at this time, and I am actually having to turn down requests. I think SRC plans to ask for a new grant for 1967, so I'm saving all the additional requests that are coming in for future contacts and to help show the need for such books.

I think the expression most appropriate here is, "When it rains, it pours."

I've enclosed a little report of where the books are being sent.

Hope I haven't tangled you up.

Best wishes for a happy Holiday Season.

Sincerely,

Louise Cole

Enc.

December 21, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed is one book order.

Thanks,

— North DeKalb

December 21, 1966

Mrs. Frances Pauley
Executive Director
Georgia Council on Human Relations
52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Dear Frances:

I have been wanting to thank you for your letter of November 28 and the list of local chapters of the Council. I know you will be pleased that I've just sent to the Atlanta News Agency an order for a book project of the North DeKalb Chapter.

As matters stand now, we have used up practically the entire grant for this paperback book project. It seems that the news finally really caught on, and I've received many more orders than I can handle with our present funds. I'm saving all the additional requests in a special file for future contacts if we are able to enlarge this program with another grant in 1967.

Enclosed is a little report, as of December 8, of the groups and schools participating in the project.

Thanks for your concern, and best wishes for a Happy Holiday Season.

Sincerely,

Miss Louise Cole
Paperback Book Project

Enc.

December 20, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are two book orders.

Thanks,

- Inman Park Elem. School
- Deltas, c/o Mis. Council

December 13, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Enclosed are four book orders.

Thanks,

— Dunbar
— Fulton County
— Henderson Middle
— Henderson Jr.-Senior

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

November 28, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Louise:

Some of the people whom you might contact concerning the book project are all of the Council Chairmen (list enclosed).

Also, Mrs. Don Steffa, Box 288, Newton, Georgia 31770; Mr. Curtis Thomas, 630½ Fletcher Street, Thomasville, Georgia 31792; Father R. H. Wright, 1120 Ocean Blvd, St. Simons Island, Georgia 31522; Mr. David Snider, 791 Houston Mill Road, Atlanta Georgia 30329; Mrs Max Schaible, Box 51, Berry Schools, Mount Berry, Georgia 30149.

I wish, Louise, that Mr. Thomas and I had kept a list of the people to whom we have sent or given the lists. I simply can't remember more and he is out of town. As we think of others we will let you know.

Sincerely yours,

Frances

Mrs. Frances Pauley
Executive Director

FP/es

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MRS. HARRY V. RICHARDSON, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
THE REVEREND OLIVER W. HOLMES, ASSOCIATE DIRECTOR

They have had several mailings re the books

CHAIRMEN OF LOCAL CHAPTERS OF THE GEORGIA COUNCIL ON HUMAN RELATIONS 1965-1966

ATHENS:
Mr. Wilbur P. Jones
300 Glenn Avenue
Athens, Georgia 30601

AUGUSTA:
Mr. Jack Munsee
Apt. #37, Aumond Villa
Augusta, Georgia 30904

COBB COUNTY:
Mr. ~~Clyde~~ Charles Ferguson, ~~Temporary~~ Acting Chairman
309½ Cole Street
Marietta, Georgia 30060

COLUMBUS:
Dr. Robert L. Wright
804 - 4th Avenue
Columbus, Georgia 31901

DEKALB COUNTY:
Dr. Donald Ross Green
1419 Cornell Road, N. E.
Atlanta, Georgia 30306

GLYNN COUNTY:
~~Mr. Edward F. Parrish, co-chm.~~
~~1015 Barrow Street~~
~~Brunswick, Georgia 31520~~

Dr. J. Clinton Wilkes
814 Beachview Dr.
Jekyll Island, Ga.
31520

Mrs. Morgan Grant, co-chm.
650 Beachview Drive
St. Simons Island, Georgia 31522

HOUSTON COUNTY:
Mr. Harry T. Eaves
214 Ward Street
Warner Robins, Georgia 31093

KIRKWOOD:
Mr. John Evans, chm.
80 Bates Avenue, S. E.
Atlanta, Georgia 30317

Capt. Daniel S. Bryan, co-chm.
110 - 2nd Avenue, S. E.
Atlanta, Georgia 30317

Mr. Sylvester Cunningham, co-chm.
289 Murray Hill Avenue
Atlanta, Georgia 30317

LAGRANGE: ~~Mr. Jim McLean~~
~~420 Park Street~~
~~LaGrange, Georgia 30240~~
Mrs. Ethel H. Monk
110 Hamilton Street
La Grange, Ga. 30240

MACON: Mr. Thomas Jackson, co-chm.
755 Monroe Street
Macon, Georgia 31201

Dr. Alpha M. Bond, Jr., co-chm.
Mercer University
Macon, Georgia 31207

NORTH DEKALB: Rev. Howard J. Mack
4112 Deacon Lane
Chamblee, Georgia 30005

NORTHSIDE: Rev. W. L. Scarbrough
3012 Arden Road, N. W.
Atlanta, Georgia 30327

Dr. Rives Chalmers
3500 Ridgewood Road, N. E.
Atlanta, Georgia 30327

ROME: Mr. J. W. Carten
914 W. First Street
Rome, Georgia 30161

SAVANNAH: Rev. James L. Hooten
~~110 Sheridan Drive~~ 501 Barberry Road
Savannah, Georgia 31406

STATESBORO: Dr. Gordon DeWolf
Fair Road, Route # 6
Statesboro, Georgia 30458
or
Mrs. Harvey Van Buren
133 Elm Street
Statesboro, Ga.
He was out of the state June, July and August

May, 1966

Paperback Book Project Report

Southern Regional Council

The following organizations are participating in the paperback book project:

1. Dunbar Junior High School
   Bessemer, Alabama

2. Greene County Community House (Southern Rural Action Project)
   Eutaw, Alabama

3. Tuskegee Institute Community Education Program
   Tuskegee Institute, Alabama

4. Toulminville Methodist Church Youth Center, Study Hall, and Tutorial Program
   Mobile, Alabama

5. Mobile Council on Human Relations Library
   Mobile, Alabama

6. Head Start Lee County
   Auburn, Alabama

7. Selma Inter-Religious Project
   Tuscaloosa, Alabama

8. Jones High School
   North Little Rock, Arkansas

9. St. Francis County Achievement Committee
   Forrest City, Arkansas

10. Hughes Voters League
    Hughes, Arkansas

11. Gardner High School
    Strong, Arkansas

12. Pankey Elementary School
    Little Rock, Arkansas

13. West Jacksonville Association for a Better Community, Inc.
    Jacksonville, Florida

14. Florida Council on Human Relations-VISTA Study Hall, Tutorial Program
    Miami, Florida

15. Wilder Park Neighborhood Center
Jacksonville, Florida

16. Glynn County Community Service Center
Brunswick, Georgia

17. Hancock County Community Center (Southern Rural Action Project)
Sparta, Georgia

18. Technical Rural Agriculture Project
Thomasville, Georgia

19. S. H. Dunlap Elementary School
Thomasville, Georgia

20. Vine City Council Adult and Children's Tutorials and Thrift Shop
Atlanta, Georgia

21. Project UPWARD BOUND, Morris Brown College
Atlanta, Georgia

22. Upward Bound Program, Emory University
Atlanta, Georgia

23. West End Neighborhood Service Center Special Drama Project
Atlanta, Georgia

24. Summerhill-Mechanicsville Neighborhood Service Center
Atlanta, Georgia

25. East Central Neighborhood Service Center--VISTA
Atlanta, Georgia

26. Clark College Journalism Workshop
Atlanta, Georgia

27. Kirkwood Community Church and Christian Center
Atlanta, Georgia

28. Georgia Council on Human Relations Cobb County Reading Program
Cobb County and Marietta, Georgia

29. Ad Hoc Committee for a Freedom Library
Opelousas, Louisiana

30. Maggie Nance Ringgold Unit--YWCA
Baton Rouge, Louisiana

31. Youth Educational Services
Durham, North Carolina

32. Harriet Tubman Branch YWCA
Durham, North Carolina

33. YM-YWCA Tutorial Committee, University of North Carolina
Chapel Hill, North Carolina

34. American Friends Service Committee-VISA Program
Charlotte, North Carolina

35. SPEED-UP
Columbia, South Carolina

36. CONCERN, Inc. (O.E.O.)
Columbia, South Carolina

37. Farm Workers Educational Center, S.C. Commission for Farm Workers, Inc.
Ravenel, South Carolina

38. South Carolina Commission for Farm Workers, Inc.
Sumter, South Carolina

39. South Street Community Center
Nashville, Tennessee

40. North Nashville Project
Nashville, Tennessee

41. L.B.J. and C. Development Corporation-VISTA Tutorial Program
Monterey, Tennessee

42. Westminster Presbyterian Church Study-Tutorial Program
Charlottesville, Virginia

43. Schuyler Elementary School
Schuyler, Virginia

44. Broadus Wood Elementary School
Earlysville, Virginia

-- 11 State Councils on Human Relations

As of December 8, 1966, the total number of books ordered is 53,454.

Filed only.

Watts Skill Center
840 East 111 Place
Los Angeles, California 90059

Dear Sir:

The Watts Skill Center is a new school which is concentrating on training people for jobs. Part of the training is in the basic subjects such as reading and math. We hope to start a class in Negro History.

I understand that you may have some Negro History materials which we might use. Please send, at least one copy of whatever is available and a class set if possi le.

Let me know whether or not there is any charge for the materials.

Sincerely,

Richard F. Arthur

Richard F. Arthur,
Specialist, Youth Program

dje

Louise Cole

Nan Polgrout

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

SOUTHERN REGIONAL COUNCIL

PAPERBACK BOOK DISTRIBUTION PROJECT

I. Introduction

This is a pilot project to ascertain the usefulness of low-cost paperback books in making more adequate reading materials available to disadvantaged persons, and generally opening new channels for improved human relations. While the major emphasis is on placing books in areas where access is generally insufficient, there is also an obvious interest in distributing specific kinds of books to institutions which have not previously made such material available. Books are available not only in general catagories, but by specific titles and special interest areas.

Massive distribution is definitely not the object of the program. Funds are limited and the goal is to place a certain number of books in carefully selected institutions or projects which are representative of the most promising uses to which the books can be put. Since this is an experiment in the effectiveness of such distribution, it is necessary that a specific proposal be submitted for each placement and that follow-up reports be made about the effects of the placement.

This project is not intended to permanently involve the Southern Regional Council in a program of book distribution. Instead, the long term objectives are: (1) initiating programs which would be adopted and possibly expanded by other appropriate agencies, especially public ones; (2) involving local groups in this area of concern, and giving them a direct exposure to the disadvantaged of their community through these specific program approaches; and (3) providing certain materials to programs which now exist and can be enhanced through this service. Therefore, the books are not to be placed in temporary projects which exist only to handle these books. Rather the goal is to place them in programs which will continue to operate and serve these needs.

The object of a continuing operation should not discourage the use of the books in new and creative programs. Because this project is experimental, new approaches to the problem of providing reading materials to the disadvantaged will be given full consideration and should be encouraged.

II. How The Books Will Be Distributed

The types of programs which will be considered are as follows (the programs are definitely not limited to those below):

(1) Establishing or supplementing libraries in primary and secondary schools. For schools with extremely inadequate libraries, "packages" of books are available, including 100 selected classics and other scholastically-oriented works. In addition, pleasure reading materials can be had, such as adventure and sports stories. For schools with adequate libraries, supplemental materials may be added, such as Negro history and race relations. The latter would be appropriate for any school, white or Negro.

(2) Providing reading material for tutorial programs, adult education groups, "Head Start" parents groups, and similar adult programs. For general reading, a great variety of books are available, including "limited vocabulary editors" of the better-known classics. Also, materials for practical application are available, such as home-making books, books on home repairs, job skills, clerical training, and the like.

(3) Establishing or supplementing community libraries or bookmobiles. A broad range of materials, for both children, youth and adults would be appropriate here. Although not a deliberate purpose of this program, it would be desirable if such libraries could be subsequently taken over and maintained by public libraries.

(4) Children's books are in demand in many fields, such as day care centers, "Head Start" programs, and for distribution to parents participating in adult education programs. Since children's books are not generally published in paperback editions, these may be somewhat more expensive to obtain, and therefore the quantity will be smaller.

Each organization desiring to receive books for a program should submit a proposal to the Southern Regional Council. This should be written by the person who will have direct administrative responsibility for the use of the books, and should include the following information: (1) a brief discription of the organization or institution, (2) how the books will be used, (3) if the book program is already in existence, what has been its past operation, (4) what persons will have access to the books, (5) how will the books be distributed (loan, sale, give-away, etc), (6) what specific needs will be served by this use of the books, (7) what type of books are needed, in what quantity, and what, if any, specific titles, (8) if you receive books, what plans are there for the future continuing operation of the program?

All books will be obtained by SRC and shipped from Atlanta at our expense.

III. What Books Are Available

Almost any book published in a paperback edition can be had. As previously mentioned, we expect to be able to provide cardboard-back children's books.

The books are being bought wholesale from a major paperback distributor, and we will have access to the distributor's computerized book selection system. Therefore, it will be possible for a prospective recipient of the books to submit a general catagory of books that are needed, and with the aid of the computer, the appropriate titles can be furnished. It is anticipated that in most instances

recipients will request catagories of books rather than specific titles. When this is done, we will be able to use our personnel resources to select the most appropriate material, as well as utilize the computer.

In some cases, it may be more desirable to receive a broad variety of books for certain reading levels, rather than specific catagories. If this approach is used, additional books could be sent to supplement the materials in the variety which prove to be most popular or useful.

On the other hand, if specific catagories of books are desired, the following are suggested as examples of those you may wish to consider:

(1) American history, (2) classical American literature, (3) classical literature from other countries, (4) Civil Rights movement, (5) race relations, (6) community improvement, (7) international relations and world politics, (8) limited vocabulary material (adult), (9) secondary school materials on public affairs, (10) secondary school materials for pleasure reading, (11) children's books, (12) home-making skills, (13) job skills (vocational training) (14) African history, culture, and politics, (15) the labor movement, and (16) the history and organization of cooperatives.

The material selected for these catagories may have an emphasis on the human relations aspects of the subject matter, such as children's books with an emphasis on new friends of other races or American history with emphasis on the Negro's role.

If more specific catagories are needed, such as home repairs, automobile mechanics, or learning to read, you are encouraged to request any such catagories you feel appropriate.

In selecting catagories, it should be remembered that persons with very little reading experience, or those who have little motivation to read, will generally need an introduction to books that stress adventure, sports, love stories, and topics which may seem trite to the more sophisticated reader. Therefore, books going to less experienced readers should not be primarily those which are the best in

academic or literary terms. Appropriate catagories shown above would be "limited vocabulary material (adult)" and "secondary school materials for pleasure reading."

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968
969
987
2058
543
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1622
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-230

+330

Charlottesville, V.	968
Sumter	969
Ravenel	987
CON	2058
Chapel	543
Harriet	715
Maggie	367
East Central	1622
Summer	2274
Brunson	283
	302
Pauley	791
Gardner	3042
Hughes	1185
Bessemer	1000
Clark	778

Kirkwood -	748
Am. friends -	1940
Carlyle	210

~~6~~

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  134
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 3484
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(10)

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  113
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Interim Report of the Paperback Book Project
Southern Regional Council

We have received book orders from 37 organizations. They have requested a total of 32,672 books. The Atlanta News Agency is collecting and shipping these orders and has billed the Southern Regional Council for only a part of this total. The attached sheet shows the expenditures up to November 11, 1966, and the remaining funds.

Here are the 37 organizations:

11 State Councils on Human Relations

Bessemer — Greene County Community House (Southern Rural Action Project)
Eutaw, Alabama

Tuskegee Institute Community Education Program
Tuskegee Institute, Alabama

Toulminville Methodist Church Youth Center, Study Hall, and Tutorial Program
Mobile, Alabama

Mobile Council on Human Relations Library
Mobile, Alabama

Head Start Lee County
Auburn, Alabama

Selma Inter-Religious Project
Tuscaloosa, Alabama

Jones High School
North Little Rock, Arkansas

St. Francis County Achievement Committee
Forrest City, Arkansas → Hughes, Strong, Parkes

West Jacksonville Association for a Better Community, Inc.
Jacksonville, Florida

Florida Council on Human Relations-VISTA Study Hall, Tutorial Program
Miami, Florida

Wilder Park Neighborhood Center
Jacksonville, Florida

Brunswick — Hancock County Community Center (Southern Rural Action Project)
Sparta, Georgia

Technical Rural Agriculture Project
Thomasville, Georgia

Vine City Council Adult and Children's Tutorials and Thrift Shop
Atlanta, Georgia

Project UPWARD BOUND, Morris Brown College
Atlanta, Georgia

Upward Bound Program, Emory University
Atlanta, Georgia

West End Neighborhood Service Center Special Drama Project
Atlanta, Georgia → Summerhill, East Centre, Kirkwood, Clark

S.H. Dunlap Elementary School
Thomasville, Georgia

Georgia Council on Human Relations Cobb County Reading Program
Cobb County and Marietta, Georgia

Ad Hoc Committee for a Freedom Library
Opelousas, Louisiana → Baton Rouge

Youth Educational Services
Durham, North Carolina → Chapel Hill, Harriet Tub., Charlotte (AFSC)

SPEED-UP
Columbia, South Carolina, CONCERN, Sumter, Ravenel,

South Street Community Center
Nashville, Tennessee

L.B.J. and C. Development Corporation-VISTA Tutorial Program
Monterey, Tennessee

North Nashville Project
Nashville, Tennessee

Charlottesville ← Schuyler Elementary School
Schuyler, Virginia, Earlysville

N. State C.

We are presently corresponding with 23 prospects.

Southern Regional Council, Inc.
5 FORSYTH STREET, N. W. ATLANTA 3, GEORGIA
Michigan 2-8764

Your book order is on the way. If the shipment you receive does not contain your complete order, a shipment of the remaining books will follow as soon as they arrive from the publishers.

Louise Cole
Paperback Book Project

TYPICAL LETTER SENT TO STATE COUNCIL DIRECTORS

May 10, 1966

Mr. Robert Valder
Alabama Council on Human Relations
2809 Governors Drive, S.W.
Huntsville, Alabama

Dear Mr. Valder:

As you know, the Southern Regional Council is undertaking a limited experimental project in the distribution of paperback books to persons who would not otherwise have access to sufficient or adequate reading materials. The project was discussed at the State Councils Staff Meeting in Atlanta two weeks ago, and this mailing is a refinement of the plans for the project as a result of that discussion.

You or your organization is requested to select a small number of organizations or institutions in your state which you feel could use the books in new or existing programs. Depending on the price and availability of the kinds of books that are needed, approximately 3,500 volumes will be available for placement through your contacts. Thus, your consideration of the number and type of groups you contact should be guided by how many volumes they will probably need. For example, the number of volumes needed to supplement the Negro history selection in a high school library will be considerably less than the number necessary to institute a community library.

The enclosed material is designed to acquaint you with the nature and objectives of the project, and to indicate how its operation can be conducted through your organization.

Enough copies of the enclosures are included for you to send one to each of the organizations you contact.

You will notice that proposals are requested from each prospective recipient of the books. Of course you will be advised of the arrangements made with all organizations that contact us at your recommendation, and you will be requested to give a personal evaluation of the operation of the programs that receive books in your state.

Since one of the objects of this project is to encourage local groups to take on the support of programs that are initiated or supplemented with books, there is an interest in leaving the operation of the program in local hands. Nevertheless, you are requested to maintain enough contact with the operation to make a personal assessment of its success.

We hope to get the distribution underway as soon as possible and look forward to hearing from you or the organizations you contact in the near future.

Yours truly,

Harry L. DeLung, Jr.,
Administrator for
Paperback Book Project

HLD/pf

The following book list does not include the popular books and best sellers. Specific requests for this type book may be cited, but usually the Atlanta News Agency picks them for us at random. We need only specify the number of books we want and how many copies of each.

The same goes for children's books. The Atlanta News Agency carries the 29¢ Golden Shape Books, the 50¢ Sturdi Contour books, Grade one Practice Workbook Reading, 29¢ Wonderbooks, and Tip Top Elf Rand McNalley Golden Future Coloring Books.

Some of the books in stock at the Atlanta News Agency.

FICTION

"classics"

The Pearl	Steinbeck
My Antonia	Cather
Tender Is The Night	Fitzgerald
Cry the Beloved Country	
Bridge of San Luis Rey	
Diary of a Young Girl	Ann Frank
The Return of the Native	Hardy
Hard Times	Dickens
A Tale of Two Cities	"
Goodbye Mr. Chips	Hilton
Aesop's Fables	
Animal Farm	Orwell
Prince and the Pauper	Twain
The Adventures of Hucklebury Finn	"
Robinson Crusoe	Defoe
The Count of Monte Cristo	Dumas
The Hunchback of Notre Dame	Hugo
Brave New World	Huxley
Hiroshima	Hersey
Kon Tiki	Heyerdalh
The Scarlet Letter	Hawthorne
Bridges of Toko Ri	Michner
Dennis the Menace (various books)	Ketchum
Peanuts (various books)	Schulz
The Adventures of Robin Hood	
The Adventures of Sherlock Holmes	Doyle
Old Yeller	Gipson
Black Beauty	
The Wizard of Oz	
Kim	Kipling
Call of the Wild	London
20000 Leagues under the Sea	Vernes
Treasure Island	Stevenson
Kidnapped	"
Swiss Family Robinson	
West Side Story & Romeo and Juliet	Schulman
Silas Marner	Eliot
Lord of the Flies	Golding
Travels with Charlie	Steinbeck
The Legend of Sleepy Hollow and others	Irving

short story collections

The Best Short STories of Jack London	
Selected Poems and Stories	Poe
Great American Short Stories	
Pocket Book of Short Stories	

miscellaneous

Coming of Age in Samoa	Mead
Gone With the Wind	Mitchell
Green Mansions	Hudson
Immortal Poems of the English Lang.	

Some of the books in stock in the Atlanta News Agency.

NONFICTION

A Pocket History of the United States
The Penguin Encyclopedia
The Household Encyclopedia
How to Get Higher Marks in School
A Concise History of Painting
Sea Shells
Painting
Reptiles and Amphibians
Weather
Seashores
Mammals
Sailing
Pacific Northwest
Washington
Fossils
Everglades National Park
Zoology
Flowers
Trees
The Southwest
Butterflies and Moths
Fresh and Salt Water Fishing
Little Book of Stars
Heffner A Documentary History of the United States
Facts of Life and Love for Teenagers
McCall's Easy Sewing
Stop Dieting: Start Losing
Abraham Lincoln
A Day in the Life of Kennedy
child + Baby care - Spock

DICTIONARY

Some of the books in stock at the Atlanta New Agency.

NEGRO CENTERED

Why We Can't Wait	King
The Strength to Love	
Souls of Black Folk	Dubois
Nobody Knows My Name	Baldwin
The Fire Next Time	
Notes of a Native Son	
Nigger	Gregory
The Negro REvolt	Lomax
~~Silberman~~Black and White	Silberman
To Kill a Mockingbird	Lee
Go Tell It on a Mountain	Baldwin
Black Boy	Wright
Up From Slavery	Washington
The Man	Wallace
The South and the Southerner	McGill
Malcom X Autobiography	
Who Speaks for the Negro	Robert Penn Warren
A Handbook of African Affairs	Kitchen
This is MY Country Too	Williams

Special orders for SRC that are now at the warehouse ready to be distributed.

South Town 50
Before the Mayflower - History of the Negro in America 50
Roosevelt Grady
Years Pictorial History of the American Negro
African Heritage Drachler
First Workbook of English
Fighting Marines
The Master Mind of Mars Borroughest

special books for 2,000 word vocabulary
Red Badge of Courage
Turn of the Screw
Billy Budd
Golden Trails

2 sets 100 Airmont Basic classics

Books that have been ordered special for SRC but have not yet arrived. Should come around the end of August. They will be kept at the warehouse until you ask for them to be shipped to various places.

50 copies of each

Invisible Man	Ellison
Cool World	Miller
Black Metropolis	Drake and Clayton
The Strange Career of JimCrow	C.VannWoodward
Black Muslims in America	Lincoln
Raisin in the Sun	
Lilies in the Field	
On Being Negro in America	Redding
In White America	Duberman
American Race Relations Today	Raab
Home to Harlem	McKay

First grade readers with integrated pictures 50 each
Fun with David
Day with Debbie
In the Big City
Sunny Days in the City
Laugh with Larry
Four Seasons with Suzy

The Southern Regional Council has undertaken a paperback book project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

We have developed a bibliography for applicants to use in making their selections. The total number of books selected depends simply on how many a particular program will need.

You can obtain this bibliography and further information from Miss Louise Cole, Paperback Book Project, Southern Regional Council, Inc., 5 Forsyth Street, N.W., Atlanta, Georgia 30303.

proposed mailing on paperback book project:
Harry DeLung

Dear Sir:

The Southern Regional Council is undertaking a limited experimental project in the distribution of paperback books to persons who would not otherwise have access to sufficient or adequate reading materials.

The enclosed material is designed to acquaint you with the nature and objectives of the project, and to indicate how its operation can be conducted through your organization.

etc., etc.

Yours truly,

SOUTHERN REGIONAL COUNCIL

PAPERBACK BOOK DISTRIBUTION PROJECT

I. Introduction

This ~~project~~ is a pilot project to ascertain the usefulness of low-cost paperback books in making more adequate reading materials available to disadvantaged persons, and generally opening new channels for improved human relations. While the major emphasis is on placing books in areas where access is generally insufficient, ~~they are generally unavailable,~~ there is also an obvious interest in distributing specific kinds of books to institutions which have not previously made such material available. Books are available not only in general catagories, but by specific titles and special interest areas.

Massive distribution is definitely not the object of the program. Funds are limited and the goal is to place a certain number of books in carefully selected institutions or projects which are representative of the most promising uses to which the books can be put. Since this is an experiment in the effectiveness of such distribution, it is necessary that a specific proposal be submitted for each placement and that follow-up reports be made about the effects of the placement.

This project is not intended to permanently involve the Council in a program of book distribution. Instead, the long term objectives are: (1) initiating programs which would be adopted and possibly expanded by other appropriate agencies, especially public ones; (2) involving local groups in this area of concern, and giving them a direct exposure to the dis-

advantaged of their community through these specific program approaches; and (3) providing certain materials to programs which now exist and can be enhanced through this service. Therefore, the books are not to be placed in temporary projects which exist only to handle these books. Rather the goal is to place them in programs which will continue to operate and serve these needs.

~~II.--How the Books will be Distributed~~

The object of a continuing operation should not discourage the use of the books in new and creative programs. Because this program is experimental, new approaches to the problem of providing reading materials to the disadvantaged will be given full consideration and should be encouraged.

II. How The Books Will Be Distributed

You or your organization is requested to select from one to five organizations or institutions in your state (city) which you feel could use the books in existing or new programs. Depending on the price and availability of the kinds of books that are needed, approximate three to four thousand volumes will be available for placement in your area. Thus, your consideration of the number and type of groups you contact should be guided by how many volumes they will probably need. For example, the number of volumes needed to supplement the Negro History selection in a high school library will be considerably less that the number necessary to institute a community library.

Suggestions of the types of programs which will be considered are as follows (the programs are definitely not limited to those below):

(1) Establishing or supplementing libraries in primary and secondary schools. For schools with extremely inadequate libraries, "packages" of books are available, including 100 selected classics, and other scholastically-oriented works. In addition, pleasure reading materials can be had, such as adventure and sports stories. For schools with adequate libraries, supplemental materials may be added, such as Negro history, and race relations. The latter would be appropriate for any school, white or Negro.

(2) Providing reading material for tutorial programs, adult education groups, "Head Start" parents groups, and similar adult programs. For general reading, a great variety of books are available, including "limited vocabulary editions" of the better-known classics. Also, materials for practical application are available, such as home-making books, books on home repairs, job skills, clerical training, and the like.

(3) Establishing or supplementing community libraries or bookmobiles. A broad range of materials, for both children, youth and adults would be appropriate here. Although not a deliberate purpose of this program, it would be desirable if such libraries could be subsequently taken over and maintained by public libraries.

(4) Children's books are in demand in many fields, such as day care centers, "Head Start" programs, and for distribution to parents participating in adult education programs. Since children's books are not generally published in paperback editions, these may be somewhat more expensive to obtain, and therefore the quantity will be smaller.

Each organization contacted by you in regard to receiving

books should submit a proposal to the Southern Regional Council. This should be written by the person who will have direct administrative responsibility for the use of the books, and should include the following information: (1) a brief description of the organization or institution, (2) how the books will be used, (3) if the book program is already in existence, what has been its past operation, (4) what persons will have access to the books, (5) how will the books be distributed (loan, sale, give-away, etc), (6) what specific needs will be served by this use of the books, (7) what type of books are needed, in what quantity, and what, if any, specific titles,(8) if you receive books, what plans are there for the future continuing operation of the program?

Of course you will be advised of the arrangements made with all organizations that contact us at your recommendation, and you will be requested to give a personal evaluation of the operation of the programs that receive books in your state.

Since one of the objects of this project is to encourage local groups to take on the support of programs that are initiated or supplemented with books, there is an interest in leaving the operation of the program in local hands. Nevertheless, you are requested to maintain enough contact with the operation to make a personal assessment of its success.

All shipping expenses for the books will be handled by SRC.

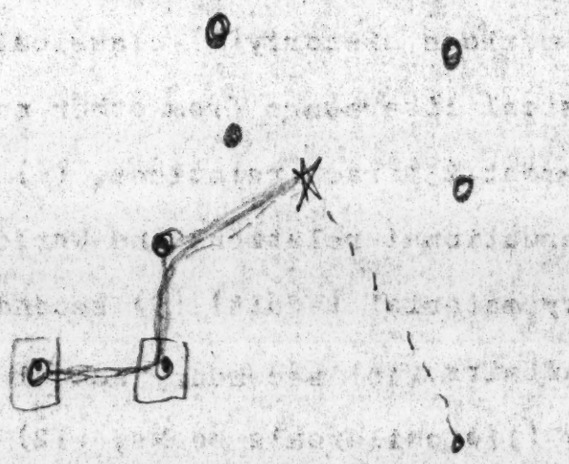
III. What Books are Available?

Almost any book published in a paperback edition can be had. As previously mentioned, we expect to be able to provide cardboard back children's books.

The books are being bought wholesale from a major paperback distributor, and we will have access to the distributor's computerized book selection system. Therefore, it will be possible for a prospective recipient of the books to submit a general catagory of books, andmwith the aid of the computer, the appropriate titles in that catagory can be furnished. It is anticipated that in most instances recipients will request catagories of books rather than spedific titles. When this is done, we will be able to use our personnel resources to suppl the most appropriate material, as well as utilize the computer.

Exmmples of the scope of the catagories that are envisioned are as follows: (1) American history (2) classical American literature, (3) classical literature from other countries, (4) Civil Rights movement, (5) race relations, (6) community improvement, (7) international relations and world politics, (8) limited vocabulary material (adult), (9) secondary school materials on public affairs, (10) secondary school materials for pleasure reading, (11) children's books, (12) home-making skills, (13) job skills (vocational training) (14) African history, culture and politics, (15) Labor movement, (16) Cooperatives.

The material selected for these catagories will have an emphasis on the human relations aspects of the subject matter, ~~It is possible to get the above materials with special characteristics~~, such as children's books with an emphasis on new friends of other races or American history with emphasis on the Negro's role.



5-12
5-19
5-26
6-3
6-10

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

SOUTHERN REGIONAL COUNCIL

PAPERBACK BOOK DISTRIBUTION PROJECT

I. Introduction

This is a pilot project to ascertain the usefulness of low-cost paperback books in making more adequate reading materials available to disadvantaged persons, and generally opening new channels for improved human relations. While the major emphasis is on placing books in areas where access is generally insufficient, there is also an obvious interest in distributing specific kinds of books to institutions which have not previously made such material available. Books are available not only in general catagories, but by specific titles and special interest areas.

Massive distribution is definitely not the object of the program. Funds are limited and the goal is to place a certain number of books in carefully selected institutions or projects which are representative of the most promising uses to which the books can be put. Since this is an experiment in the effectiveness of such distribution, it is necessary that a specific proposal be submitted for each placement and that follow-up reports be made about the effects of the placement.

This project is not intended to permanently involve the Southern Regional Council in a program of book distribution. Instead, the long term objectives are: (1) initiating programs which would be adopted and possibly expanded by other appropriate agencies, especially public ones; (2) involving local groups in this area of concern, and giving them a direct exposure to the disadvantaged of their community through these specific program approaches; and (3) providing certain materials to programs which now exist and can be enhanced through this service. Therefore, the books are not to be placed in temporary projects which exist only to handle these books. Rather the goal is to place them in programs which will continue to operate and serve these needs.

The object of a continuing operation should not discourage the use of the books in new and creative programs. Because this project is experimental, new approaches to the problem of providing reading materials to the disadvantaged will be given full consideration and should be encouraged.

II. How The Books Will Be Distributed

The types of programs which will be considered are as follows (the programs are definitely not limited to those below):

(1) Establishing or supplementing libraries in primary and secondary schools. For schools with extremely inadequate libraries, "packages" of books are available, including 100 selected classics and other scholastically-oriented works. In addition, pleasure reading materials can be had, such as adventure and sports stories. For schools with adequate libraries, supplemental materials may be added, such as Negro history and race relations. The latter would be appropriate for any school, white or Negro.

(2) Providing reading material for tutorial programs, adult education groups, "Head Start" parents groups, and similar adult programs. For general reading, a great variety of books are available, including "limited vocabulary editors" of the better-known classics. Also, materials for practical application are available, such as home-making books, books on home repairs, job skills, clerical training, and the like.

(3) Establishing or supplementing community libraries or bookmobiles. A broad range of materials, for both children, youth and adults would be appropriate here. Although not a deliberate purpose of this program, it would be desirable if such libraries could be subsequently taken over and maintained by public libraries.

(4) Children's books are in demand in many fields, such as day care centers, "Head Start" programs, and for distribution to parents participating in adult education programs. Since children's books are not generally published in paperback editions, these may be somewhat more expensive to obtain, and therefore the quantity will be smaller.

Each organization desiring to receive books for a program should submit a proposal to the Southern Regional Council. This should be written by the person who will have direct administrative responsibility for the use of the books, and should include the following information: (1) a brief discription of the organization or institution, (2) how the books will be used, (3) if the book program is already in existence, what has been its past operation, (4) what persons will have access to the books, (5) how will the books be distributed (loan, sale, give-away, etc), (6) what specific needs will be served by this use of the books, (7) what type of books are needed, in what quantity, and what, if any, specific titles, (8) if you receive books, what plans are there for the future continuing operation of the program?

All books will be obtained by SRC and shipped from Atlanta at our expense.

III. What Books Are Available

Almost any book published in a paperback edition can be had. As previously mentioned, we expect to be able to provide cardboard-back children's books.

The books are being bought wholesale from a major paperback distributor, and we will have access to the distributor's computerized book selection system. Therefore, it will be possible for a prospective recipient of the books to submit a general catagory of books that are needed, and with the aid of the computer, the appropriate titles can be furnished. It is anticipated that in most instances

recipients will request catagories of books rather than specific titles. When this is done, we will be able to use our personnel resources to select the most appropriate material, as well as utilize the computer.

In some cases, it may be more desirable to receive a broad variety of books for certain reading levels, rather than specific catagories. If this approach is used, additional books could be sent to supplement the materials in the variety which prove to be most popular or useful.

On the other hand, if specific catagories of books are desired, the following are suggested as examples of those you may wish to consider:

(1) American history, (2) classical American literature, (3) classical literature from other countries, (4) Civil Rights movement, (5) race relations, (6) community improvement, (7) international relations and world politics, (8) limited vocabulary material (adult), (9) secondary school materials on public affairs, (10) secondary school materials for pleasure reading, (11) children's books, (12) home-making skills, (13) job skills (vocational training) (14) African history, culture, and politics, (15) the labor movement, and (16) the history and organization of cooperatives.

The material selected for these catagories may have an emphasis on the human relations aspects of the subject matter, such as children's books with an emphasis on new friends of other races or American history with emphasis on the Negro's role.

If more specific catagories are needed, such as home repairs, automobile mechanics, or learning to read, you are encouraged to request any such catagories you feel appropriate.

In selecting catagories, it should be remembered that persons with very little reading experience, or those who have little motivation to read, will generally need an introduction to books that stress adventure, sports, love stories, and topics which may seem trite to the more sophisticated reader. Therefore, books going to less experienced readers should not be primarily those which are the best in

academic or literary terms. Appropriate catagories shown above would be "limited vocabulary material (adult)" and "secondary school materials for pleasure reading."

to Human Relations council

GUIDELINES

PAPER BACK BOOKS DISTRIBUTION PROGRAM

SOUTHERN REGIONAL COUNCIL

The book distribution program of the Southern Regional Council is designed to make paper back books available to persons in the South who would not otherwise have access to sufficient or adequate reading materials. It is also intended to encourage book ownership. The program will be relatively small and experimental.

SRC has made arrangements to purchase paper back books at wholesaler's cost in Atlanta. We are prepared to pay the cost of shipping books to project locales.

Proposals for local projects should be addressed to the Director of Field Activities, Southern Regional Council, 5 Forsyth Street, Atlanta, Georgia.

General Suggestions

(1) Because it is an experimental project, we will welcome innovative projects of book distribution.

(2) We are especially interested in involving local groups such as human relations councils. For this reason groups which arrange to interest local people in such things

as classroom libraries and public library services using this program for a beginning, will be given special consideration. Where a community organization exists within an impoverished neighborhood, it is usually better for a human relations council or similar organization to offer assistance and support for a book distribution program instead of administering a program for the neighborhood.

(3) Where possible, and appropriate, include in proposals plans for adoption and expansion of the program by public agencies. For example, if your community and area do not have bookmobile service, could the people involved in your project be interested in seeking this service?

(4) Some provision for evaluating and reporting to us the results of project will be expected.

(5) If your proposal is for a small library in a community center, school, community store or the like, you should keep in mind the need for a simple vocabulary and lots of pictures, if possible, in your selections. Also, it is not always wise to overload your selection with "good" books; choose books that will be read and will encourage reading. Subjects that have proved popular with Negro young

people are those dealing with the history of Negroes, civil rights, African history and culture, natural history and animal stories and pictures, biographies and biographical stories, and children's stories. Novels--even those of doubtful literary quality, but lots of action or adventure--should be included.

Specific Examples

(1) One possible project would be establishing or increasing school libraries in elementary or high schools. Class libraries are another possibility. In some instances there might be a need for books on a particular subject, such as the Negro in American history. Perhaps a number of copies of certain classics are needed in a high school library, so that they can be assigned by literature teachers. The purpose here is not just to place books in schools but primarily to get local groups interested in providing continuing attention and services to local schools which need the interest of concerned community groups.

(2) If your group has a tutorial or cultural enrichment program, think about ways in which paper back books

can help. Do the tutees have access to needed collateral reading and reference books? (Some good reference books are available in paper back editions--dictionaries, grammars, etc.)

(3) Bookshelves can be set up in community centers or in rural stores. If no one is available to "check out" books, an honor system can be used. There should be someone, however, to check such things as use and unanticipated needs.

(4) Books may be needed in connection with day-care centers. Unfortunately the number of good children's books available in paperback is very limited. Some hard-cover books may be available. And books could be provided for parents or older brothers and sisters to read to the children at home. Also, reference books for parents on subjects such as child care might be considered.

(5) Rural Advancement Project Directors and others working in rural areas might find opportunitites to place books in community centers, schools, and homes. How-to-do-it books could be especially helpful.

[illegible]

① American History

② ~~American~~ Literature

③ Civil Rights Movement

④ Human Relations in America

⑤ Limited Vocabulary Material (adult)

⑥ Limited Vocabulary Material (~~up~~ high school)

⑦ Children's books

⑧ International Relations and World Politics

⑨ Home-making skills

⑩ Professional skills

⑪ African History, politics & culture

Who should I see to get titles?

How do we know if they're paperbacks? Can Elson tell?

Can Elson get anything besides paperbacks (children's books)?

IV. Sample suggestions of the types of programs which are envisioned as recipients (recipients are definitely not limited to these examples).

A. school & community library supplements.

B. head start parents group & similar adult education projects

C. Rural projects - in stores, bookmobiles

~~D~~. community library

[On separate sheets]

BIBLIOGRAPHY

[Catagories with specific titles are listed, & are matched with type of programs. i.e.]

Negro History

(recommended for school libraries, community libraries, and literacy classes)

1. Negroes in American History, Henry S. Commager.
2. Story of the Civil Rights Movement, Howard Zinn.
3. etc.

1. a brief description of the organization or institution.
2. how the books will be used; if the program is already in existence, give (a brief acc't of its past operation)
3. what persons will have access to the books & how (lending library? ~~[illegible]~~ if so, how administered?; sale of books? if so, how much; what is done with money?; give away?)
4. what are the principle SPECIFIC needs that will be served by ~~this use~~ this use of books?
5. What kind of books or what specific titles do you need & in what quantity.
6. If you receive books, ~~how will your project~~ what are your plans for the ~~continued~~ future operation of your program with books.
7. Who will administer the use of the books?

C. We will ~~request that~~ advise you ~~be informed~~ of what disposition is made of each ~~req~~ proposal-request and ask that you give a personal evaluation of the ~~[illegible]~~ operation of the programs in your state (city).

D. We will cover all shipping expenses.

III. What books are available.

A. If recipients request specific titles, almost every ~~[illegible]~~ book published in a paperback edition can be obtained.

B. For ~~the~~ your information & for assistance to recipients, ~~the~~ a catagorized bibilography is enclosed. A copy should be enclosed to each organization you contact.

CHECK W/ ELSON

Mailing to state council directors & Ulmer's contacts:

I. Introduction - The program & its general goals.

A. place books in areas where they are otherwise unavailable or limited.

1. books in general
2. specific kinds of books.

B. ~~books will go to organizations or institutions will~~ object is primarily to supplement or initiate continuing programs, as opposed to one-shot deal.

limitations; nature of experimentation

C. Project is of limited scope and experimental; ~~plan is to determine~~

1. In what ways, new or already existing, can books be used to promote reading interest and serve practical needs for skills & knowledge in underprivileged areas?
2. In what ways can special books be used to promote better human relations between the races?
3. ~~How effective is~~ What methods are most effective in making ~~getting~~ books available to those ~~want it~~ need them?

~~4. To determine these factors, recipients plans should will~~

~~III. Who should apply to receive books~~

II. How the books will be distributed.

A. You are requested to select from one to ~~five~~ five organizations or institutions IN YOUR STATE whom you feel could use the books in existing programs or new programs ~~which meet~~. Approximately 3500 volumes are available for your area, so the number of books each program will need must determine the number of organizations you contact.

B. Each organization contacted should submit a ~~proposal~~ proposal directly to me which should include:

WRITTEN BY THE PERSON(S) WHO WILL ADMINISTER THE USE OF THE BOOKS

FANFARE...1960-1964

The Horn Book's Honor List of Children's Books

Issued by THE HORN BOOK, INC., 585 Boylston Street, Boston, Mass. 02116

INTRODUCTION by Ruth Hill Viguers, Editor, THE HORN BOOK MAGAZINE

What makes a book for a child worth a fanfare of trumpets? Every book published represents the faith of the author, editor, and publisher; and the reviewer, no matter how many children's books he evaluates each year, is constantly aware of his own limitations. However, the critic is not the only judge. A book which has qualities of fineness and permanence — vitality, distinction in writing and illustration, and harmony in text, illustration and format — must also meet the tests of the children. Books that have sincerity, joy in the writing, the power to give adventure which could not otherwise be had or that offer experiences worth reliving — these are the books that children take to their hearts. If, as well, these books have at their core respect for all peoples, if they widen horizons and lift young minds above mediocrity, if, in Paul Hazard's words, they give children wings, then they are books worth a fanfare.

Selecting books that have any or all of these qualities is not easy. Even among the reviewers there can not be unanimity on every title, and each critic reluctantly sees favorites omitted from the list. However, in the opinion of **Horn Book** reviewers, in consultation with other critics and children's librarians, the following books, published from January 1960 through December 1964, have values that make them worth a fanfare. For notes about the books it is suggested that the indexes of the **Horn Book Magazine** for the year of publication of each book, or the year immediately following, be consulted.

PICTURE-STORYBOOKS

Bring a Torch, Jeannette Isabella. Illustrated by Adrienne Adams (Scribner 1963)

The Hare and the Tortoise by Aesop. Illustrated by Paul Galdone (Whittlesey 1962)

Thumbelina by Hans Christian Andersen. Illustrated by Adrienne Adams (Scribner 1961)

The Sun Is a Golden Earring by Natalia M. Belting. Illustrated by Bernarda Bryson (Holt 1962)

Once a Mouse by Marcia Brown, Author-Illustrator (Scribner 1961)

A Pocketful of Cricket by Rebecca Caudill. Illustrated by Evaline Ness (Holt 1964)

The American Speller by Barbara Cooney, Editor-Illustrator (Crowell 1960)

May I Bring a Friend? by Beatrice Schenk de Regniers. Illustrated by Beni Montresor (Atheneum 1964)

The Snow and the Sun — La Nieve y el Sol by Antonio Frasconi, Illustrator (Harcourt 1961)

The Day We Saw the Sun Come Up by Alice E. Goudey. Illustrated by Adrienne Adams (Scribner 1961)

The Shoemaker and the Elves by The Brothers Grimm. Illustrated by Adrienne Adams (Scribner 1960)

The Sleeping Beauty by The Brothers Grimm. Illustrated by Felix Hoffmann (Harcourt 1960)

The Seven Ravens by The Brothers Grimm. Illustrated by Felix Hoffmann (Harcourt 1963)

There Is a Dragon in My Bed; Il y a un Dragon dans Mon Lit by Sesyle Joslin. Illustrated by Irene Haas (Harcourt 1961)

The Snowy Day by Ezra Jack Keats, Author-Illustrator (Viking 1962)

Whistle for Willie by Ezra Jack Keats, Author-Illustrator (Viking 1964)

Lady Bird, Quickly by Juliet Kepes, Author-Illustrator (Little 1964)

Christmas in the Stable by Astrid Lindgren. Illustrated by Harald Wiberg (Coward 1962)

Inch by Inch by Leo Lionni, Author-Illustrator (Obolensky 1960)

The Little Tiny Rooster by Will Lipkind. Illustrated by Nicolas Mordvinoff (Harcourt 1960)

Burt Dow: Deep-Water Man by Robert McCloskey, Author-Illustrator (Viking 1963)

Little Bear's Visit by Else Holmelund Minarik. Illustrated by Maurice Sendak (Harper 1961)

ABC by Bruno Munari, Author-Illustrator (World 1960)

Bruno Munari's Zoo by Bruno Munari, Author-Illustrator (World 1963)

All in the Morning Early by Sorche Nic Leodhas. Illustrated by Evaline Ness (Holt 1963)

The Happy Owls by Celestino Piatti, Illustrator (Atheneum 1964)

Mother Goose and Nursery Rhymes by Philip Reed, Compiler-Illustrator (Atheneum 1963)

Baboushka and the Three Kings by Ruth Robbins. Illustrated by Nicolas Sidjakov (Parnassus 1960)

Animals in the Zoo by Feodor Rojankovsky, Author-Illustrator (Knopf 1962)

Where the Wild Things Are by Maurice Sendak, Author-Illustrator (Harper 1963)

The Late Cuckoo by Louis Slobodkin, Author-Illustrator (Vanguard 1962)

The Fox Went Out on a Chilly Night by Peter Spier, Illustrator (Doubleday 1961)

Le Hibou et la Poussiquette by Francis Steegmuller. Illustrated by Barbara Cooney (Little 1961)

The Mitten by Alvin Tresselt. Illustrated by Yaroslava (Lothrop 1964)

The Three Robbers by Tomi Ungerer, Author-Illustrator (Atheneum 1962)

Brian Wildsmith's ABC by Brian Wildsmith, Illustrator (Watts 1963)

The Meanest Squirrel I Ever Met by Gene Zion. Illustrated by Margaret Bloy Graham (Scribner 1962)

The Fanfare illustration was drawn by Ernest H. Shepard for "The Silver Curlew" by Eleanor Farjeon (Viking 1954)

POETRY, RHYMES AND SONGS

Cricket Songs by Harry Behn, Translator (Harcourt 1964)

The Man Who Sang the Sillies by John Ciardi. Illustrated by Edward Gorey (Lippincott 1961)

The Crystal Cabinet compiled by Horace Gregory and Marya Zaturenska. Illustrated by Diana Bloomfield (Holt 1962)

Beyond the High Hills, A Book of Eskimo Poems by Guy Mary-Rousselière, O. M. I., Photographer (World 1961)

The Singing and the Gold compiled by Elinor Parker. Illustrated by Clare Leighton (Crowell 1962)

FOLK TALES AND HERO STORIES

Dietrich of Berne by Ruth Sawyer. Illustrated by Frederick T. Chapman (Viking 1963)

Ten Thousand Desert Swords by Russell Davis and Brent Ashabranner. Illustrated by Leonard Everett Fisher (Little 1960)

Heather and Broom by Sorche Nic Leodhas. Illustrated by Consuela Joerns (Holt 1960)

Thistle and Thyme by Sorche Nic Leodhas. Illustrated by Evaline Ness (Holt 1962)

The Iliad of Homer by Barbara Leonie Picard. Illustrated by Joan Kiddell-Monroe (Walck 1960)

Beowulf retold by Rosemary Sutcliff. Illustrated by Charles Keeping (Dutton 1962)

The Hound of Ulster by Rosemary Sutcliff. Illustrated by Victor Ambrus (Dutton 1964)

TALES OF FANCY AND IMAGINATION

The Book of Three by Lloyd Alexander (Holt 1964)

The Wild Swans by Hans Christian Andersen. Illustrated by Marcia Brown (Scribner 1963)

The Return of the Twelves by Pauline Clarke. Illustrated by Bernarda Bryson (Coward 1964)

The Little Juggler by Barbara Cooney, Adapter-Illustrator (Hastings 1961)

Tatsinda by Elizabeth Enright. Illustrated by Irene Haas (Harcourt 1963)

The Witch Family by Eleanor Estes. Illustrated by Edward Ardizzone (Harcourt 1960)

The Summer Birds by Penelope Farmer. Illustrated by James J. Spanfeller (Harcourt 1962)

A Wrinkle in Time by Madeleine L'Engle (Farrar 1962)

The Dwarf Pine Tree by Betty Jean Lifton. Illustrated by Fuku Akino (Atheneum 1963)

The Pushcart War by Jean Merrill. Illustrated by Ronni Solbert (Scott 1964)

The Superlative Horse, A Tale of Ancient China by Jean Merrill. Illustrated by Ronni Solbert (Scott 1961)

The Borrowers Aloft by Mary Norton. Illustrated by Beth and Joe Krush (Harcourt 1961)

The Faun and the Woodcutter's Daughter by Barbara Leonie Picard. Illustrated by Charles Stewart (Criterion 1964)

The Lady of the Linden Tree by Barbara Leonie Picard. Illustrated by Charles Stewart (Criterion 1962)

The Cricket in Times Square by George Selden. Illustrated by Garth Williams (Ariel 1960)

Miss Bianca by Margery Sharp. Illustrated by Garth Williams (Little 1962)

The Bee-Man of Orn by Frank R. Stockton. Illustrated by Maurice Sendak (Holt 1964)

The Griffin and the Minor Canon by Frank R. Stockton. Illustrated by Maurice Sendak (Holt 1963)

Belling the Tiger by Mary Stolz. Illustrated by Beni Montresor (Harper 1961)

Island Mackenzie by Ursula Moray Williams. Illustrated by Edward Ardizzone (Morrow 1960)

Castaways in Lilliput by Henry Winterfeld. Illustrated by William M. Hutchinson (Harcourt 1960)

STORIES FOR THE MIDDLE YEARS

Aunt America by Marie Halun Bloch. Illustrated by Joan Berg (Atheneum 1963)

A Stranger at Green Knowe by Lucy M. Boston. Illustrated by Peter Boston (Harcourt 1961)

Jed: The Story of a Yankee Soldier and a Southern Boy by Peter Burchard, Author-Illustrator (Coward 1960)

A Spell Is Cast by Eleanor Cameron. Illustrated by Beth and Joe Krush (Atlantic-Little 1964)

The Princess and the Lion by Elizabeth Coatsworth. Illustrated by Evaline Ness (Pantheon 1963)

Far Out the Long Canal by Meindert DeJong. Illustrated by Nancy Grossman (Harper 1964)

The Last Little Cat by Meindert DeJong. Illustrated by Jim McMullan (Harper 1961)

Nacar, The White Deer by Elizabeth Borton de Treviño. Illustrated by Enrico Arno (Farrar 1963)

Mr. Mysterious & Company by Sid Fleischman. Illustrated by Eric von Schmidt (Atlantic-Little 1962)

Dan and the Miranda by Wilson Gage. Illustrated by Glen Rounds (World 1962)

The Cat and Mrs. Cary by Doris Gates. Illustrated by Peggy Bacon (Viking 1962)

Gull Number 737 by Jean Craighead George. (Crowell 1964)

Home is the Sailor by Rumer Godden. Illustrated by Jean Primrose (Viking 1964)

Little Plum by Rumer Godden. Illustrated by Jean Primrose (Viking 1963)

Miss Happiness and Miss Flower by Rumer Godden. Illustrated by Jean Primrose (Viking 1961)

I Will Adventure by Elizabeth Janet Gray. Illustrated by Corydon Bell (Viking 1962)

Dark Horse of Woodfield by Florence Hightower. Illustrated by Joshua Tolford (Houghton 1962)

A Golden Touch by Annabel and Edgar Johnson (Harper 1963)

The Happy Days by Kim Yong Ik. Illustrated by Artur Marokvia (Little 1960)

My Great-Grandfather and I by James Krüss. Illustrated by Jochen Bartsch (Atheneum 1964)

The Majesty of Grace by Jane Langton, Author-Illustrator (Harper 1961)

The Secret Language by Ursula Nordstrom. Illustrated by Mary Chalmers (Harper 1960)

Rascal by Sterling North. Illustrated by John Schoenherr (Dutton 1963)

A Dog So Small by Philippa Pearce. Illustrated by Anthony Maitland (Lippincott 1963)

Beorn the Proud by Madeleine Polland. Illustrated by William Stobbs (Holt 1962)

Children of the Red King by Madeleine Polland. Illustrated by Annette Macarthur-Onslow (Holt 1961)

The Queen's Blessing by Madeleine Polland. Illustrated by Betty Fraser (Holt 1964)

The Emperor and the Drummer Boy by Ruth Robbins. Illustrated by Nicolas Sidjakov (Parnassus 1962)

Roosevelt Grady by Louisa R. Shotwell. Illustrated by Peter Burchard (World 1963)

The Road to Agra by Aimée Sommerfelt; translated from the Norwegian. Illustrated by Ulf Aas (Criterion 1961)

Lotte's Locket by Virginia Sorensen. Illustrated by Fermin Rocker (Harcourt 1964)

A Dog on Barkham Street by Mary Stolz. Illustrated by Leonard Shortall (Harper 1960)

The Winged Watchman by Hilda van Stockum, Author-Illustrator (Farrar 1962)

Storm from the West by Barbara Willard. Illustrated by Douglas Hall (Harcourt 1964)

Shadow of a Bull by Maia Wojciechowska. Illustrated by Alvin Smith (Atheneum 1964)

The Singing Flute by Gurden S. Worcester. Illustrated by Irene Burns (Obolensky 1963)

The Island of Fish in the Trees by Eva-Lis Wuorio. Illustrated by Edward Ardizzone (World 1962)

STORIES FOR OLDER BOYS AND GIRLS

The Faraway Lurs by Harry Behn (World 1963)

Dangerous Spring by Margot Benary-Isbert (Harcourt 1961)

Castors Away! by Hester Burton. Illustrated by Victor Ambrus (World 1963)

Time of Trial by Hester Burton. Illustrated by Victor Ambrus (World 1964)

The Far-Off Land by Rebecca Caudill. Illustrated by Brinton Turkle (Viking 1964)

The "Coriander" by Eilís Dillon. Illustrated by Vic Donahue (Funk 1964)

The Singing Cave by Eilís Dillon. Illustrated by Stan Campbell (Funk 1960)

The King's Goblet by David Fletcher (Pantheon 1962)

I, Adam by Jean Fritz. Illustrated by Peter Burchard (Coward 1963)

Out of the Mines: The Story of a Pit Boy by Frederick Grice. Illustrated by Brian Wildsmith (Watts 1961)

Grishka and the Bear by René Guillot. Illustrated by Joan Kiddell-Monroe (Criterion 1960)

Caxton's Challenge by Cynthia Harnett, Author-Illustrator (World 1960)

Hakon of Rogen's Saga by Erik Christian Haugaard. Illustrated by Diane and Leo Dillon (Houghton 1963)

The Namesake by C. Walter Hodges, Author-Illustrator (Coward 1964)

Across Five Aprils by Irene Hunt (Follett 1964)

A Boy of Old Prague by Sulamith Ish-Kishor. Illustrated by Ben Shahn (Pantheon 1963)

Torrie by Annabel and Edgar Johnson (Harper 1960)

Wilderness Bride by Annabel and Edgar Johnson (Harper 1962)

Adventure in the Desert by Herbert Kaufmann; translated by Stella Humphries. Illustrated by Eugene Karlin (Obolensky 1961)

The Story of Grizel by Elisabeth Kyle (Nelson 1961)

The Rock and the Willow by Mildred Lee (Lothrop 1963)

Meet the Austins by Madeleine L'Engle (Vanguard 1960)

The Moon by Night by Madeleine L'Engle (April 1963)

Don Tiburcio's Secret by Jeanne Loisy. Illustrated by Françoise Estachy (Pantheon 1960)

The Golden Goblet by Eloise Jarvis McGraw (Coward 1961)

Pirate Queen by Edith Patterson Meyer (Little 1961)

Island of the Blue Dolphins by Scott O'Dell (Houghton 1960)

Tituba of Salem Village by Ann Petry (Crowell 1964)

Lost John by Barbara Leonie Picard. Illustrated by Charles Keeping (Criterion 1963)

The Bronze Bow by Elizabeth G. Speare (Houghton 1961)

Dawn Wind by Rosemary Sutcliff. Illustrated by Charles Keeping (Walck 1962)

Knight's Fee by Rosemary Sutcliff. Illustrated by Charles Keeping (Walck 1960)

Victory at Valmy by Geoffrey Trease (Vanguard 1960)

Witch of the Glens by Sally Watson. Illustrated by Barbara Werner (Viking 1962)

A Poppy in the Corn by Stella Weaver (Pantheon 1961)

The Loner by Ester Wier. Illustrated by Christine Price (McKay 1963)

The Glorious Conspiracy by Joanne S. Williamson (Knopf 1961)

BIOGRAPHY AND HISTORY

The Walls of Windy Troy, A Biography of Heinrich Schliemann by Marjorie Braymer (Harcourt 1960)

The Fight for Union by Margaret L. Coit (Houghton 1961)

Men of Athens by Olivia Coolidge. Illustrated by Milton Johnson (Houghton 1962)

Growing Up in 13th Century England by Alfred Duggan. Illustrated by C. Walter Hodges (Pantheon 1962)

The Young Fanny Burney by Winifred Gérin (Nelson 1961)

The Art of Ancient Egypt by Shirley Glubok (Atheneum 1962)

Shakespeare's Theatre by C. Walter Hodges, Author-Illustrator (Coward 1964)

America Grows Up, and America Moves Forward by Gerald W. Johnson. Illustrated by Leonard Everett Fisher (Morrow 1960)

The Presidency and **The Supreme Court** by Gerald W. Johnson. Illustrated by Leonard Everett Fisher (Morrow 1962)

Girl With a Pen: Charlotte Brontë by Elizabeth Kyle (Holt 1964)

Armor by Sean Morrison, Author-Illustrator (Crowell 1963)

The Japanese: People of the Three Treasures by Robert Newman. Illustrated by Mamoru Funai (Atheneum 1964)

The Woodrow Wilson Story by Catherine Owens Peare (Crowell 1963)

Made in the Middle Ages by Christine Price, Author-Illustrator (Dutton 1961)

This is New York and **This is Rome** by Miroslav Sasek, Author-Illustrator (Macmillan 1960)

The Peaceable Revolution by Betty Schechter (Houghton 1963)

Stars, Mosquitoes and Crocodiles: The American Travels of Alexander von Humboldt by Millicent E. Selsam. Illustrated by Russell Francis Peterson (Harper 1962)

The Heritage of Music by Katherine B. Shippin and Anca Seidlova. Illustrated by Otto van Eersel (Viking 1963)

Pilgrim Courage edited by E. Brooks Smith and Robert Meredith. Illustrated by Leonard Everett Fisher (Little 1962)

Frontier Living by Edwin Tunis, Author-Illustrator (World 1961)

NATURE AND SCIENCE

Map Making: The Art That Became a Science by Lloyd A. Brown. Illustrated by Aldren A. Watson (Little 1960)

Life Story by Virginia Lee Burton, Author-Illustrator (Houghton 1962)

The Challenge of the Sea by Arthur C. Clarke. Illustrated by Alex Schomburg (Holt 1960)

Digs and Diggers: A Book of World Archaeology by Leonard Cottrell (World 1964)

The Science of Life by Lois and Louis Darling, Author-Illustrators (World 1961)

Butterfly Time by Alice E. Goudey. Illustrated by Adrienne Adams (Scribner 1964)

A Black Bear's Story by Emil Liers. Illustrated by Ray Sherin (Viking 1962)

The World Is Round by Anthony Ravielli, Author-Illustrator (Viking 1963)

EARLIER FANFARE BOOKS

In revising the five-year list we always regret the need to remove earlier titles merely because of their dates of publication. A number of the authors and illustrators whose books published before 1960 have been removed are represented on this list by later books; but their earlier books still deserve a fanfare: *Chanticleer and the Fox* by Barbara Cooney, *My Side of the Mountain* by Jean George, *Tom's Midnight Garden* by Philippa Pearce, and *The Witch of Blackbird Pond* by Elizabeth George Speare, to name a few. Marcia Brown has not less than seven picture books published before 1960, including *Dick Whittington and His Cat* and *Cinderella;* and Robert McCloskey's first book in color, *Time of Wonder,* appeared in 1957. In fact, the fifties was a rich period. Lucy Boston's *Children of Green Knowe* appeared, and the first three of Mary Norton's Borrowers stories were published; Edward Eager began writing his magic books; C. S. Lewis wrote all seven of his stories about the mythical land of Narnia; and Meindert DeJong wrote three of his most original and powerful stories: *The Tower by the Sea, The Wheel on the School,* and *The House of Sixty Fathers.* In the rich fifties Elizabeth Enright wrote *Gone-Away Lake,* Marie Sandoz, *The Horsecatcher,* Carol Kendall, *The Gammage Cup,* Joseph Krumgold, . . . *and now Miguel* and *Onion John,* Rafaello Busoni, his biography of Cervantes, and Leonard Wibberley, the first novel in his trilogy on the American revolution. In this period Taro Yashima first began to write as well as to illustrate, as did Edgar Parker. Although not included in this list, Eleanor Farjeon's *Little Bookroom* and *The Silver Curlew* should not be overlooked, nor such unusual historical tales as *Rifles for Watie* by Harold Keith, *The Gentle Falcon* by Hilda Lewis, *Ransom for a Knight* by Barbara Picard, *Jeremy Craven* by Joyce Collin-Smith, and several by Rosemary Sutcliff. And, though no longer listed here, attention should be called to some of the books translated from other languages which appeared in the fifties: Edith Unnerstad's *Spettecake Holiday,* Hans Baumann's *Sons of the Steppe,* and Maurice Druon's *Tistou of the Green Thumbs.*

With the sixties the production of children's books has become so profitable that juvenile departments have been added to companies which never before published children's books. Juveniles have become merchandise, with every kind of trick being used to sell them. The power of books to influence lives and the need to keep available for children the best children's books of the past have often been forgotten in the pressure to produce, package, and market ephemera passing for books but contributing little, if anything, to the brief years of childhood.

The Horn Book hopes that this list of outstanding books of the past five years will not only help in finding good books among the many recent publications, but will remind those who buy children's books of titles on earlier Fanfare lists and of the good children's books of past generations. These new books did not suddenly happen; they are part of the continuing stream of fine, original books by creative writers and artists who have found that working for boys and girls brings rewards that are not measurable. R. H. V.

THE HORN BOOK MAGAZINE

The Horn Book Magazine is a unique journal for adults about children's books and reading. It was started in 1924 by Bertha Mahony, Director of The Bookshop for Boys and Girls, and her associate, Elinor Whitney, when they became convinced of the need for some sort of "sheet" which would spread news of good books for boys and girls. Now the magazine is known nationally and internationally, not only for the information and inspiration of its articles, but also for the discernment and quality of its reviews. It is read by public and school librarians, teachers, authors, illustrators, bookstore owners, publishers, parents, and many others interested in books for children and young people.

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☐ **Illustrators of Children's Books: 1744-1945,** compiled by Bertha E. Mahony, Louise Payson Latimer, and Beulah Folmsbee. Ten chapters on history and development of illustration. Biographies, bibliographies. New printing. Illustrated.
$10.00, postage 25¢

☐ **Illustrators of Children's Books: 1946-1956,** compiled by Ruth Hill Viguers, Marcia Dalphin, and Bertha Mahony Miller. Supplement to the above treating more recent developments and artists. $20.00, postage 20¢

☐ **A Little History of the Horn-Book** by Beulah Folmsbee. About early hornbooks. Flowery-and-gilt cover and battledore. $2.50, postage 10¢

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☐ **Children's Classics.** Illustrated essay by Alice M. Jordan, with a list of recommended editions by Helen Adams Masten. 75¢ each; in orders of 10 or more, 65¢ each.

☐ **Light the Candles!** by Marcia Dalphin, revised by Anne T. Eaton. Essay and annotated list of Christmas stories, legends, plays, etc. Illustrated. $1.00; 12 for $10.00.

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The Horn Book Magazine is a unique journal about children's and young people's books and reading published bimonthly in Boston, Massachusetts, by The Horn Book, Incorporated.

The Magazine was started in 1924 by Bertha Mahony, Director of The Bookshop for Boys and Girls, and her associate, Elinor Whitney, when they became convinced of the need for some sort of "sheet" which would spread news of good books for boys and girls to librarians, teachers, and parents who were beyond the reach of the bookshop.

Miss Mahony and Miss Whitney named the magazine after hornbooks, those paddle-shaped books for children which were used in England as far back as the fifteenth century. Also, as Randolph Caldecott's three jovial huntsmen on the cover suggest, they had another reason for naming it *The Horn Book.* They felt they must blow a horn — even their own horn — for good books for children.

Through the years the editors of *The Horn Book Magazine* who have followed Bertha Mahony Miller — Jennie Lindquist and Ruth Hill Viguers — have continued "to blow the horn for fine books for boys and girls — their authors, their illustrators, and their publishers," so that now the magazine is known nationally and internationally, not only for the information and inspiration of its articles, but also for the discernment and quality of its reviews. It is read by public and school librarians, teachers, authors, illustrators, bookstore owners, publishers, parents, and many others interested in reading for children and young people.

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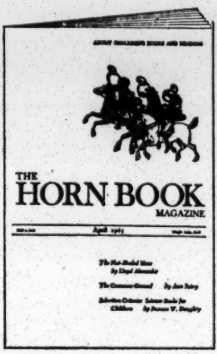

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Research — Media

Interracial Books for Children

Vol 1. No 1 Published quarterly by The Council on Interracial Books for Children, Inc. Summer 1966

Coast Cartoonist Recounts Birth of Interracial Strip

By Morrie Turner

The creation of my integrated comic strip, WEE PALS, might be considered a study in self-therapy in the midst of the civil rights struggle.

As a free-lance cartoonist for fifteen years, I realized I was drawing an "all-white" world, thereby compounding the racial "blackout" of the cartoon-character world. For the sake of earning a living, however, I managed to convince myself that "integrated" cartoons couldn't be done, and used as proof

(Continued on page 3)

An Editor's Point of View: Enough for All

By Jean Karl, Editor of Children's Books, Atheneum Publishers

Every child has the right to see himself and life as he knows it reflected in a book. Only in this way can he feel that his culture and people have worth and a place in the eyes of others. Similarly, every child has the right to venture, through books, out of his own sphere into a wider world where he can encounter people different from himself. The wider the variety of children a young reader can meet in books, the more exciting the world can become for him.

Recently there has been considerable comment that children's books have not presented adequately children of minority races, children in culturally different environments, and children of mixed social, economic, and racial groupings. Certainly part of the reason is that such books have not been written. Manuscripts have been received; but with few exceptions, they have not been publishable. Some failed because they were written hastily, simply to fill a need. Others, because the situations they described were completely outside the authors' experience and understanding. Still others, because the authors, though sensitive

(Continued on page 7)

Do You Know Who Said This ... And When?

Educate the poor white children and the colored children together; let them grow up to know that color makes no difference as to the rights of a man; that both the black man and the white man are at home; that the country is as much the country of one as of the other, and that both together must make it a valuable country....

(Answer on page 4)

WHY THE COUNCIL?

We believe books can do much to create the will and enlarge the capacity to achieve an integrated society. Our aim is therefore to encourage the writing, production, and effective distribution of books to fill the needs of non-white and urban poor children. Through such books, we think all American children will gain a fuller awareness and a keener understanding of one another.

The Council is developing a program in several steps. The first calls for publication of this quarterly bulletin devoted to articles about and reviews of children's books that relate to Negro life. Another step is the planning of a national conference of writers, illustrators, editors, publishers, book distributors, librarians, teachers, social workers, civil rights workers, religious leaders, and government officials. We hope to establish annual cash awards for the best children's book manuscripts in this field, and eventually to offer guidance to authors whose work has merit but who need professional help. We look forward to the time when exhibitors will take intercultural books into areas where they are most needed in order to rouse the interest of teachers, parents, and children.

Segregated Textbooks

By HARRY GOLDEN

From the Carolina Israelite, June, 1966

The changing of a social order is an important step in a nation's development. We have the laws now, but racial segregation will not be completely eliminated without much soul-searching and even more wisdom.

For starters, let's just take a leading publisher of children's books, a reputable publishing house with offices in Chicago, Atlanta, Dallas, Palo Alto, and Fair Lawn, New Jersey. This firm, whose officers I am sure are people of high ideals, publishes segregated textbooks. In one textbook they integrate the society and sell this to Northern schools and in the same text they segregate the society and sell it to Southern schools.

These are standard hard-cover textbooks and they include a series of short stories for children in the lower grades. But the one edition for the North has on its cover an illustration of a white boy and a colored boy constructing a ship model and the edition for the South leaves out the colored boy but keeps the ship.

On pages 26 and 27 of the Southern edition, there is an illustration of a father and son attending a big league ball game. The players race onto the field as the two cheer. I don't know when I've seen a major league ball team without a Negro but this new reader has because all nine players are white. On pages 26 and 27 of the Northern edition, two of the ball players are colored. Both illustrations are duplicates. One additional printing process makes the Northern world kin and the lack of the additional printing process preserves the old South.

No one is corrupt in this matter: everyone has stockholders of one sort or another. But I will not suffer an argument that it doesn't make any difference. We instruct all our children in the grade schools, "You've got to tell the truth." It is an expedient process. They should start. Not the teachers.

The truth is probably too bitter. And it may not sell as many textbooks for children.

INTERRACIAL BOOKS FOR CHILDREN

Editorial Committee

Marguerite Dodson
Milton Meltzer
Eve Merriam
Lilian Moore
Ruth Shikes
Barbara Simon

Brotherhood

Or Some of My Best Friends Are Martin Luther King, Jr.

By EVE MERRIAM

I carefully say "Mister",
("Miss" or "Mrs." as the case may be)
To any person of color
Who is past the age of three.

I always look first in the bus
For a seat near a colored man
And squeeze myself alongside him
As close as ever I can.

I never never make remarks
About watermelon or grits;
I just sit next to him and smile,
While he just sits there and sits.

I think that Sidney Poitier
Should have won an Oscar before,
And I buy books by Jimmy Baldwin
In every paperback store.

I think Lena Horne is a beauty,
But alas her skin is so light,
And Ossie Davis is brilliant--
He can act and also write.

When I am introduced to one,
I'm first to extend my hand,
And I'd sooner go without pancakes
Than buy Aunt Jemima's brand.

As you can see, I'm all for civil liberties
For each and every race in sight--
And I'm just a little grateful
That I happen
to
be
white.

Morrie Turner and Wee Pals (Continued from page 1)

the rejection slips from the occasional ones I submitted.

Later, after meeting Dick Gregory, I set out to do with the cartoon what he had done so successfully on the night-club circuit. Fortunately, Mr. Hoyt Fuller, of the Negro Digest, thought enough of my material to publish it regularly. Thus, my sounding board was established and the seed for the strip planted.

Some time later, I attended a gathering of cartoonists that featured Charles Schulz, the creator of "Peanuts," as guest speaker. Someone jokingly commented that he was thinking about doing a new strip called "Cashew Nut." Immediately, the thought went through my mind, "If someone says something about Brazil Nut, I'm walking out." The thought amused me, and the more amused I became the more interested I was in doing a "Peanuts" -type strip with an all-Negro cast of characters for Negro readers. Soon after getting started, I realized that I was establishing a "white-out" in my approach, and this could be considered no better than the strips that ignored the non-white character. This was the start of WEE PALS, the first truly integrated comic strip.

At this point, I didn't believe that the metropolitan dailies or the syndicates would be interested in such a strip and made no real effort to sell it; in fact, any approaches I did make in this area would have to be called negative. But thanks to the faith and encouragement of a man named Lew Little (Lew Little Syndicate, San Francisco), the strip was sold. In fact, he sold it within the first week to some of the largest papers in the country. And he made a believer out of me--a believer in his ability, and a believer in the courage of some editors in an era of a "let's not rock the boat" philosophy.

Early strips were devoted mostly to racial material, usually with a message. This became taxing and the material sometimes appeared strained. And I was to learn later, it was unnecessary. We discovered the positive effects of simply exposing the public daily to the sight of Negro and white children living and playing together in harmony.

I am always pleased during my visits to school to find that the children identify with the characters of their race in the strip. I like to believe that with the acceptance of the strip, the children can feel a certain amount of acceptance in our society.

I have been pleased, also, to see what has been done in the few "integrated" illustrated books for children, but concerned about the fact that so few titles are presented. It has to be difficult for a child to identify with a world that fails to recognize him.

Quarterly Reviews of Interracial Books for Children

By MARGUERITE A. DODSON, District Children's Specialist, New Lots District
and BARBARA L. SIMON, District Children's Specialist, DeKalb District
Brooklyn Public Library

Hentoff, Nat
JAZZ COUNTRY
Harper & Row, 1965

Tom Curtis' serious ambition to become a jazz trumpeter leads him to explore the world of the professional jazz musician to find out if he really has the talent to match his ambition. This need to be appraised of his qualifications brings him into close contact with adults, both Negro and white, for whom his relatively sheltered, middle - class white environment has left him al-

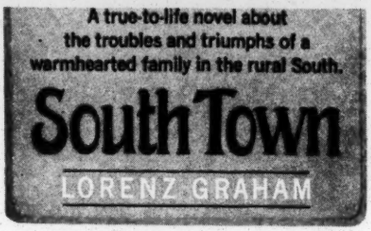
most completely unprepared. The story ends with Tom's problems still unresolved; but he has begun to know himself, to make an accurate appraisal of the profession that he felt he must join, to consider alternatives to his youthful ambition, and finally to appreciate people as individuals.

This is one of the few really important books to be published for teenagers in the past three years, for it presents with accuracy and understanding experiences and emotions which most young people have. True, the jazz world is foreign to all but a small minority. But the book is written with such sincerity and sensitivity to the emotions of young people that most adolescents, whether they live in the North or South, the city or country, can understand the depth of Tom's emotions and the confusion he feels when confronted by the irrational double standards and prejudices of the adult world.

Written in a deceptively simple, yet smooth-flowing style, this is a book that has been enjoyed by the more sophisticated teenager as well as by those whose reading has been more limited. The experience of a large number of people who work with teenagers indicates that "Jazz Country" is worthy of introduction through book talks and teen discussion groups. The book definitely should be included in all collections used by teenagers.

Graham, Lorenz
NORTH TOWN
Thomas Y. Crowell, 1965
SOUTH TOWN
Follett, 1960

These books also are useful in presenting for teenagers a realistic approach to the problem of integration in the United States. In "South Town" particularly, the honesty and realism with which the author portrays both the Negro and white involved in segregation transcend the



somewhat mundane, journalistic style in which the book is written. This honesty enables the reader to feel with sixteen-year-old David Williams the impact of events which force his father to stand up to the white garage owner, and to face with David a night of terror waiting for an attack by the Ku Klux Klan.

ANSWER TO
WHO SAID THIS?
(page 1)

Frederick Douglass, May 2, 1872.

IN THEIR OWN WORDS,
edited by Milton Meltzer

A History of the American Negro, 1865-1916.
Thomas Y. Crowell, 1965

A Letter to the Council from Phyllis A. Whitney

I am very much interested in the work planned by the Council on Interracial Books for Children. A great deal can be done by publicizing the need for more books of this kind. Many editors simply have not thought about it sufficiently, I'm sure.

I was glad to read Nancy Larrick's article.* It should be an eye-opener to many people. As you know, many of my own books deal with the theme of understanding, and I have had exactly the experience she relates. Not with editors, but with book clubs. A well-known club which has taken many of my books has avoided the ones which dealt in turn with: Negro-white situation in a high school, a Mexican-American migrant workers story, a book set in South Africa with a Cape colored girl as an important character, a book in which the hero is Jewish and one of the main characters is Catholic. Now I'm wondering about the fate of my next year's book, in which a native Virgin Islands child and her grandmother are featured. I might believe that these books are not up to book club standards, except that reviewers and librarians seem to think they are among my best.

*"The All - White World of Children's Books," Saturday Review, September 11, 1965.

Of course, an important point that needs to be emphasized is that books on such subjects can earn a great deal of money (all those "recommended" lists) and stay in print for a long time, in spite of prejudice in certain quarters. Book clubs and editors (publishers, perhaps, more than editors) who discover this may grow a bit braver.

There is another aspect, however, that never seems to be talked about and which I feel needs to be pushed as much as any other. Where are these books on interracial subjects to come from? Must their main source continue to be the white writers who are doing most of them now? Where are the books that ought to be coming from these non - white racial groups? When I put a Negro child in one of my stories, I don't write from the viewpoint of that child because I don't feel I know it soundly enough. (Often books which do attempt such a viewpoint irritate the very group for which they are intended because of a slight phoniness.) In my own case, I write from the viewpoint of a white child, however important the colored child may be. And perhaps this isn't good enough. Yet how many Negro writers can you name who write fiction for children? I can think of only a few. How many Puerto Ricans, Spanish-Americans, etc., are there? Yet these groups should be the real source for such books.

I believe something can be done about this. Wherever there are teachers dealing with non-white children, whether in primary or high school, or later in college, or library school, these teachers should be instilling in their pupils the great need for such books. (I didn't know I wanted to write until a teacher in grade school encouraged me. How many young writers may be lost simply because no one encourages them to try, or emphasizes the need?)

This is a long-term project, but it ought to be started. Even now in high schools and later, some young people of non-white racial groups ought to have their eyes opened to the need for writers. Your organization may be the very one to put this particular aspect across. There are many white writers who have made fine contributions in this field and who will keep on making them -- but with all the good intentions possible, they can't be at the real heart of things. Sometimes we have needed perspective, but we don't always have enough experience in the things we write about. I'm sure the writers are there -- let's find and encourage and develop them. First by educating the teachers.

Reviews in Brief: Interracial Scenes for Young Readers

One way in which publishers are providing more interracial experiences in books for young people is through the use of illustrations showing non-white children. This is especially true of books published for preschoolers and young school-children. Some examples of such books are given below. As they grow in number, the Council hopes to develop a list of recommended titles in this area.

Baker, Betty; il by Arnold Lobel
LITTLE RUNNER OF THE LONG HOUSE
Harper & Row, 1962. $1.95

This is an "I Can Read" book describing the life and customs of the Iroquois Indians as seen through the eyes of a small boy. Illustrations are excellent.

Beim, Lorraine and Jerrold; il by Ernest Crichlow
TWO IS A TEAM
Harcourt, Brace and World, 1945. $2.75

One of the first to use interracial illustration, this book is still read widely today. It is a simple story of friendship and cooperation between two boys that can be read independently by younger children. Only the illustrations convey the fact that one of the boys is Negro.

Bonsall, Crosby
THE CASE OF THE CAT'S MEOW
THE CASE OF THE HUNGRY STRANGER
Harper & Row, 1965 & 1963.
$ 1.95 each.

Two beginner mysteries written with humor and suspense. A very young group of private eyes, including Skinny, a Negro boy, solve two major cases: the disappearance of a pet cat, Mildred, and the sudden vanishing of Mrs. Meech's blueberry pie.

Udry, Janice May; il. by Eleanor Mill
WHAT MARY JO SHARED
Whitman, 1966. $2.95

Written and illustrated with great sensitivity. Mary Jo, a little Negro girl, wanted to bring something to school for sharing time. But somehow whatever she planned was something someone else had chosen. Then she had a wonderful idea--and the happy response of her classmates is warming both to Mary Jo and the young reader.

Keats, Ezra Jack
SNOWY DAY
WHISTLE FOR WILLIE
Viking, 1962, 1964
$3.00; 3.50

Pre-school and kindergarten-age children will enjoy the adventures of a little Negro boy as he plays in the snow and tries to whistle. Distinguished, colorful illustrations add to the beauty of these simple stories.

A Book To Be Remembered

By EVE MERRIAM

It is exactly a decade since Harper published "Bronzeville Boys and Girls," a book of poems for and about children by the Pulitzer Prize-winning poet Gwendolyn Brooks. The pictures by Ronni Solbert, simple black-and-white line drawings, managed to convey a quality of Negritude without being cartoonish or sentimentalized. Whenever I lecture on poetry for young people, I mention this book as an outstanding example of what American publishing can offer. Here is a sampling of some of the characters in the collection. There are thirty-four portraits in all, and I wish we had room to present each and every one. All youngsters, teachers, and parents could be richer for reading--and rereading--this lovely lyric book.

RUDOLPH IS TIRED OF THE CITY

These buildings are too close
to me.
I'd like to PUSH away.
I'd like to live in the country,
And spread my arms all day.

I'd like to spread my breath
out, too--
As farmers' sons and daughters
do.

I'd tend the cows and chickens.
I'd do the other chores.
Then, all the hours left I'd go
A-SPREADING out-of-doors.

NARCISSA

Some of the girls are playing
jacks.
Some are playing ball.
But small Narcissa is not playing
Anything at all.

Small Narcissa sits upon
A brick in her back yard
And looks at tiger-lilies,
And shakes her pigtails hard.

First she is an ancient queen
In pomp and purple veil.
Soon she is a singing wind
And, next, a nightingale.

How fine to be Narcissa,
A-changing like all that!
While sitting still, as still, as
still
As anyone ever sat!

An Editor's Point of View: Enough for All

(Continued from page 1)

and knowledgeable people, were not competent writers. Books fulfill their purpose only when they are good books, well-written and honestly reflecting an author's understanding and deep convictions.

Although editors have been willing for some time to publish good books representing all backgrounds, they are now eagerly seeking them. But they are looking for literature, not teaching devices or sociological tracts. When they find what they consider good manuscripts, they publish. But both authors and editors are caught in something of a dilemma so far as audience is concerned. A speaker discussing the problem at a recent meeting said: "There are so few books now available about Negro children that every one receives a kind of scrutiny no book could withstand unscathed. Perhaps only when numbers of such books are available, and such careful scrutiny is no longer possible, will the really unself-conscious books in this area be written."

There is a great deal of truth in this observation. Some books that portray real situations run the risk of perpetuating what is considered a stereotype. Others that present equally real situations may be accused of being too pleasant or too flattering. If either approach is deliberate, the book deserves to be condemned. But if an author presents an honest description of life as he has seen it, then what he writes deserves to be accepted as such--even if it does not meet the image some readers would like to see.

Although over-careful scrutiny is a problem--and only one of many--in creating books that will give every segment of our population a place in children's literature, the fact is that these books are on the way. Good books come from good authors, old and new. And good authors are sensitive, responsive people. They are aware of the world around them, and they reach out to meet and understand change, often using their writing to broaden and deepen their own grasp of new ideas. These people are writing the books that everyone knows should exist--and their books will be published. But like all good things, it takes a little time.

The responsibility for all of us who are interested in seeing culturally diverse books reach the children who need and want them is now two-fold. First, we must learn to recognize what is good and what is bad in this area of children's literature. Second, we must encourage all children to read about the things they know and slowly to blend this knowledge with what they do not know. As a result, each child will appreciate his own culture not only for what it is, but for what it can give to others who are different; and those who are different will no longer seem strange or unreal to him, but a source of pleasure and personal growth.

CLIP AND MAIL

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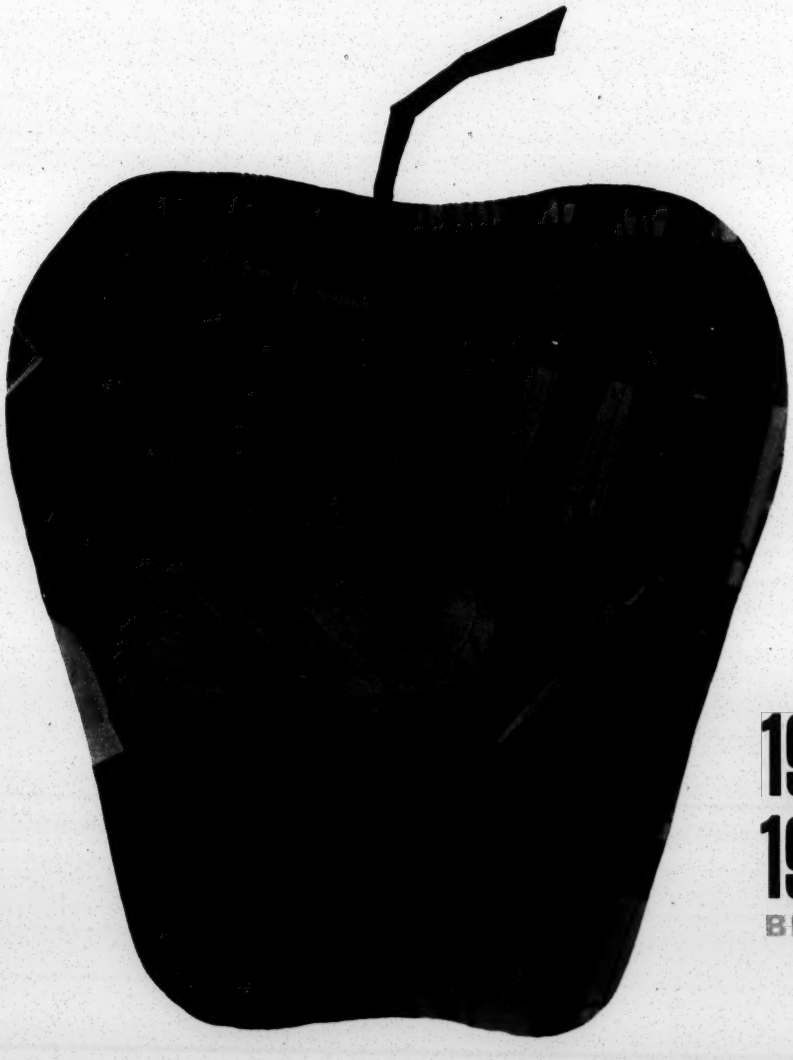
ELEMENTARY EDITION

THE PAPERBACK GOES TO SCHOOL



1966
1967
BIPAD

A SELECTED LIST OF PRE-SCHOOL & ELEMENTARY TITLES

Considered for suitability by a Committee made up of members of the National Education Association and the American Association of School Librarians — a division of the American Library Association and a department of the National Education Association.

About this "first edition". . . .

The emergence of inexpensive paperback books for elementary school students is a relatively new phenomenon. It is a natural follow-up to the overwhelming acceptance of the paperback at junior and senior high school levels.

Almost 600 titles are listed in this publication. There is substantial evidence that publishers will vastly expand their efforts in the elementary field. Each of the titles in this volume has been considered for suitability for school use by a committee made up of members of the National Education Association and the American Association of School Librarians—a division of the American Library Association—a department of NEA.

The titles listed are available to teachers and librarians at educational discounts through hundreds of local wholesalers in the U.S. and Canada.

ALAN P. FORT, Executive Director
Bureau of Independent Publishers & Distributors
122 East 42nd Street, New York, N.Y. 10017

BIPAD is a non-profit trade association of national distributors and local wholesalers of paperback books, magazines, children's books, and comic magazines in the United States and Canada.

Policy of the Selection Committee

In considering books for this first edition of paperbacks available for elementary school use, the Committee has grouped them "For Lower Elementary" and "For Upper Elementary" students. In the latter category, certain books which were felt to be most suitable for mature or advanced readers have been keyed with a symbol (†). Reading guidance, however, is the province of the local classroom teacher and librarian, so these categories are offered only as guidelines. In addition, a number of very inexpensive books have been added throughout the list as suitable for book fairs, bookstores, and to encourage younger students to begin to build home libraries.

The Committee has also included, at the end of the listings, some basic instructional materials that have been specifically designed for classroom use.

The Selection Committee

ALBERT KOPF, *Principal, Jefferson School, Maplewood, N. J.*

MISS DOROTHY A. MCGINNISS, *Executive Secretary, American Association of School Librarians, Chicago, Ill.*

MRS. ELANA RABBAN, *Librarian, Scarsdale Public Schools, Scarsdale, N. Y.*

MISS RUTH L. SOUTHWICK, *Supervisor, Grade III of the Horace Mann Laboratory School, Salem State College, Salem, Mass.*

What's Available?

In 1782, Benjamin Franklin was asked at the first balloon ascension, "What good is a balloon?" He answered, "What good is a new-born baby?"

The parallel to the recent emergence of the paperback for elementary school use is pertinent. The volume and scope of elementary paperbacks is still limited, particularly for the lower grades. But supply follows demand. And nowhere was the urgent demand for elementary school paperbacks more clearly heard than at the great Columbia University Paperback Conference in late 1965. The panels dealing with the use of elementary paperbacks were among the most heavily attended. Repeatedly, teachers declared their preference for paperbacks, instead of the old-fashioned basal reader, as a means to get the child to become involved with reading of his own choice. Over and over again, the importance of training even the youngest children in selection of books for themselves was stressed.

Surprisingly, 95% of the teachers at one of the Columbia sessions admitted that they were really not aware of what is now available in elementary-level paperbacks. The list on the following pages is an effort to correct this situation. In particular, most of the titles are an excellent base for low cost collections of books which can be placed in classrooms on extended loan from the central library. The same is true for their use in school book fairs, discussed on pages 12 and 13.

It is also worth noting that many fine classics, normally thought of as secondary school books, but eminently suitable for mature elementary school pupils, have not been included in this list. A list of some 3,600 titles may be found in THE PAPERBACK GOES TO SCHOOL—Secondary Edition. A free copy may be obtained from your local paperback wholesaler, or by writing to BIPAD, 122 East 42nd Street, N. Y. 10017.

National Distributors and Publishers

KEY TO PUBLISHERS' SYMBOLS

The following national distributor members of BIPAD supply your local BIPAD-member wholesale distributor with the books of many publishers. Symbols are used to indicate publisher or book line in the listings that follow; the national distributor is shown in parenthesis.

DISTRIBUTORS

ACE NEWS COMPANY, INC., 1120 Avenue of the Americas, New York, N. Y. 10036
CAPITAL DISTRIBUTING COMPANY, Derby, Conn. 06418
CURTIS CIRCULATION CO., Independence Square, Philadelphia, Pa. 19105
DELL DISTRIBUTING, INC., 750 Third Ave., New York, N. Y. 10017
FAWCETT PUBLICATIONS, INC., Greenwich, Conn. 06830
ICD-HEARST MAGAZINES, 250 West 55th St., New York, N. Y. 10019
INDEPENDENT NEWS COMPANY, 575 Lexington Avenue, New York, N. Y. 10022
KABLE NEWS COMPANY, 777 Fifth Ave., New York, N. Y. 10017
MACFADDEN-BARTEL CORP., 205 E. 42nd Street, New York, N. Y. 10017
PUBLISHERS DISTRIBUTING CORP., 401 Park Avenue South, New York, N. Y. 10016
SELECT MAGAZINES, INC., 229 Park Avenue South, New York, N. Y. 10003

PUBLISHERS' CODES

Ace—Ace Books (Ace)
Avon—Avon Books (ICD)
Bal.—Ballantine Books (Curtis)
Ban.—Bantam Books (Select)
Berk—Berkeley Books (Kable)
CN—Cornerstone Library (Curtis)
CSP—Cooper Square Library (Curtis)
Dell—Dell Books (Dell)
Faw.—Crest, Premier, How-To Books (Fawcett)
GHB—Golden Hobby Books (Curtis)
GLK—Golden Library of Knowledge (Curtis)
GMW—Golden Mathematics Workbooks (Curtis)
GRY—Golden Read-It-Yourself Books (Curtis)
GSW—Golden Science Workbooks (Curtis)
HQ—Harlan Quist Books (Dell)
Lan.—Lancer Books (Publ. Dist. Corp.)
LSB—Little Silver Books (Curtis)
Macf—Macfadden Books (Macfadden)
MB—Amsco Music Books (Curtis)
Mes.—Julian Messner, Inc. (Curtis)
NAL—Signet, Mentor, Key Books (Independent)
Path—Pathfinder Editions (Select)
PB—Pocket, Cardinal, Permabooks (Curtis)
PBL—Paperback Library Books (Publ. Distr. Corp.)
Pop.—Popular Library Books (ICD)
PWB—Treasure Practice Workbooks (Select)
Pyr.—Pyramid Books (Macfadden)
QAB—Golden Question and Answer Books (Curtis)
QMB—Golden Quiz Me Books (Curtis)
RE—Readers Enrichment Series (Curtis)
SAAL—Saalfield Pub. Co. (Publ. Distr. Corp.)
SB—Golden Shape Books (Curtis)
TB—Tempo Books (Select)
WER—Wonder Easy Readers (Select)
WHW—How and Why Wonder Books (Select)
WRA—Wonder Read Alouds (Select)
WSP—Washington Square Press (Curtis)

For Lower Elementary Grades

Although individual classroom situations may require deviations, the Panel feels that the titles listed hereunder will be most helpful to students through grade 3. Additional material for this grade range will be found listed under WORKBOOKS.

LANGUAGE ARTS

Easy Reading & Picture Books

ALICE GETS A NEW LOOK. Heide . 25 SAAL 2380
ANIMAL FRIENDS. with Akron Pub. Schls. . 69 SAAL 5925
ANIMALS. with Akron Pub. Schls. . 29 SAAL 4746
ARTY THE SMARTY. (Ill.) McNulty . 59 WER (wb) 5914
BABY ANIMAL BOOK, THE. (Ill.) Davis . 29 SB 5902
BARNEY BEAGLE. (Ill.) Bethell . 59 WER (wb) 5916
BARNEY BEAGLE AND THE CAT. (Ill.) Bethell . 59 WER (wb) 5947
BARNEY BEAGLE PLAYS BASEBALL. (ill) Bethell . 59 WER (wb) 5921
BEAR BOOK, THE. (Ill.) Pfloog . 29 SB 5923
BUG BOOK, THE. (Ill.) Dugan . 29 SB 5925
BUNNY BOOK, THE. (Ill.) Scarry . 29 SB 5913
CAT BOOK, THE. (Ill.) Pfloog . 29 SB 5901
CHRISTMAS ANGEL BOOK, THE. (Ill.) Dugan . 29 SB 5921
CHRISTMAS CAROL. (Ill.) Dickens . 75 HQ 1271
COLORS ARE NICE. Holl . 19 LSB 1214
DOG BOOK, THE. (Ill.) Pfloog . 29 SB 5900
DUCK ON THE TRUCK, THE. (Ill.) Kessler . 59 WER (wb) 5908
ELEPHANT BOOK, THE. (Ill.) Nicholas . 29 SB 5916
FIR TREE. (Ill.) Anderson . 75 HQ 2533
FISH BOOK, THE. (Ill.) Martin . 29 SB 5903
FLY-AWAY AT THE AIR SHOW. (Ill.) Adelson . 59 WER (wb) 5913
HAPPY CHILDREN. with Akron Publ. Schls. . 69 SAAL 5923
HOUSE THAT JACK BUILT, THE. (ill) . 75 HQ 2533
HUMPTY DUMPTY BOOK, THE. (Ill.) Simpson . 29 SB 5910
HURRY UP, SLOWPOKE. (Ill.) Newell . 59 WER (wb) 5902
I MADE A LINE. (Ill.) Kessler . 59 WER (wb) 5917
JERRY AT SCHOOL. Jackson . 19 LSB 1206
JOLLY BARNYARD. Bedford . 19 LSB 1201
KATIE THE KITTEN. Jackson . 19 LSB 1205
KITTEN WHO THOUGHT HE WAS A MOUSE, THE Norton . 19 LSB 1209
LETS DISCOVER BIRDS. ABC-TV Discovery . 29 SAAL 643
LETS DISCOVER CATS. ABC-TV Discovery . 29 SAAL 641
LETS DISCOVER DESERT ANIMALS. ABC-TV Discovery . 29 SAAL 645
LETS DISCOVER DOGS. ABC-TV Discovery . 29 SAAL 644
LETS DISCOVER FISH. ABC-TV Discovery . 29 SAAL 642
LETS DISCOVER ZOO ANIMALS. ABC-TV Discovery . 29 SAAL 646
LITTLE GRAY MOUSE AND THE TRAIN. (ill) Asheron . 59 WER (wb) 5935
LITTLE GRAY MOUSE GOES SAILING. (ill) Asheron . 59 WER (wb) 5941
MOTHER GOOSE. Fraser, ed. . 19 LSB 1200
MY BABY SISTER. Scarry . 19 LSB 1213
MY FIRST BOOK. Smith . 19 LSB 1202
NIGHT BEFORE CHRISTMAS, THE. (Ill.) Moore . 75 HQ 6367
NURSERY RHYMES. Elliott . 19 LSB 1204
ONE KITTEN IS NOT TOO MANY. (Ill.) Levenson . 59 WER (wb) 5938
OWL AND THE PUSSYCAT, THE. (ill) Lear . 75 HQ 6790
QUESTION AND ANSWER BOOK. (Ill.) Elting . 59 WER (wb) 5923
SELFISH GIANT, THE. (Ill.) Wilde . 75 HQ 7731
SMILEY LION BOOK, THE. (Ill.) Baker . 29 SB 5907
SNOWMAN BOOK, THE. (Ill.) Kaufman . 29 SB 5919
SNUGGLY BUNNY. Scarry . 19 LSB 1211
SUNSHINE BOOK, THE. (Ill.) Federico . 29 SB 5908
SURPRISE IN THE TREE. (Ill.) Asheron . 59 WER (wb) 5910
TEN LITTLE ANIMALS. Memling . 19 LSB 1212
TIGER BOOK, THE. (Ill.) Pfloog . 29 SB 5924
TOY BOOK, THE. (Ill.) Kaufman . 29 SB 5915
TURTLE BOOK, THE. (Ill.) Crawford . 29 SB 5922
TWELVE DAYS OF CHRISTMAS, THE. (ill) . 75 HQ 9174
WHEN I GROW UP. Mace . 19 LSB 1207
WILD ANIMAL BABIES. Daly . 19 LSB 1208
WILL YOU COME TO MY PARTY? (Ill.) Asheron . 59 WER (wb) 5901

Drama & Poetry

CHILD'S GARDEN OF VERSES. (Ill.) Stevenson . 75 HQ 1225
FAVORITE POEMS TO READ ALOUD. (Ill.) Weigle, ed. . 39 WRA 2011
NONSENSE BOOKS OF EDWARD LEAR, THE. (Ill.) Moss, ed. . 75 NAL CT243

Leisure Reading

BELLING THE CAT and Other Stories. Jacobs . 39 GRY (wb) 5801
FAVORITE FAIRY TALES TO READ ALOUD. (Ill.) Weigle, ed. . 39 WRA 2009
JOKES AND RIDDLES TO READ ALOUD. (Ill.) Weigle, ed. . 39 WRA 2031
KING WHO LEARNED TO SMILE, THE. Reit . 39 GRY (wb) 5808
PICKLE FOR A NICKLE. Moore . 39 GRY (wb) 5805
READ-ALOUD BEDTIME STORIES. (Ill.) Weigle, ed. . 39 WRA 2016
READ-ALOUD FAIRY TALES. (Ill.) Weigle, ed. . 39 WRA 2006
READ-ALOUD FUNNY STORIES. (Ill.) Thayer . 39 WRA 2012
READ-ALOUD STORY TIME. (Ill.) Watte . 39 WRA 2051
TOO MANY BOZOS. Moore . 39 GRY (wb) 5804
WHERE DO YOU LIVE? Evans . 39 GRY (wb) 5800
WOMAN'S DAY MAGAZINE PRESENTS TREASURE BOOK OF FAIRY TALES. McGovern, ed. . 40 Faw. K754
WONDERFUL HOUSE, THE. Brown . 39 GRY (wb) 5802

SCIENCE & MATHEMATICS

BIRD NESTS. Shackeford & Burks . 39 GRY (wb) 5807
DAWN OF MAN. Nurry . 50 SAAL 5808
DINOSAURS. Stephens . 50 SAAL 5806
MAN & MISSILES. Phillips . 50 SAAL 5810
MAN IN FLIGHT. Phillips . 50 SAAL 5809
NUMBER FUN. with Akron Pub. Schls. . 50 SAAL 5757
PINE MAN & AX. Stevens . 50 SAAL 5811
TURTLES. Stewart & Burks . 39 GRY (wb) 5806
WATER. Leopold & Baldwin . 50 SAAL 5807

For Upper Elementary Grades

Although individual classroom situations may require deviations, the Panel feels that the titles listed hereunder will be most helpful to students in grade 4 and above. Additional material for this grade range will be found listed under WORKBOOKS. More advanced readers in the upper elementary grades will undoubtedly find further suitable reading material in the secondary school edition of **The Paperback Goes To School.**

** Indicates titles not available in Canada.*
† Indicates those books which the Panel feels are most suited to the more mature or advanced reader.
(b) Indicates books with board covers.
(c) Indicates clothbound books.
(wb) Indicates books with washable board covers.

ART

McCALL'S BOOK OF PAPER, WOOD AND PAINT CRAFTS. Peter, ed. .50 GHB 5307
McCALL'S MAKE YOUR OWN DECORATIONS AND GIFTS BOOK. Wyckoff, ed. .50 GHB 5308

HISTORY

American

ACROSS FIVE APRILS. Hunt .50 TB 4798
AMERICA AND ITS PRESIDENTS. Miers .50 TB 4771
BANNERS AT SHENANDOAH. Catton .60 Path HP109
BRIEF HISTORY OF THE U.S., A. Escher .60 NAL KP366
BUFFALO CHIEF. Annixter .35 Dell 0833
COWBOY. Santee .50 Ace K218
DOCUMENTARY HISTORY OF THE UNITED STATES, A. Heffner, ed. .75 NAL MT665
EIGHT COURAGEOUS AMERICANS. Saudek. Assoc. .60 Path † HP141
ENCYCLOPEDIA OF AMERICAN HISTORY, AN. Kull 1.25 Pop. † Z 25
FACTS ABOUT THE PRESIDENTS. Kane .75 PB 75001
GOLDEN BOOK OF INDIAN CRAFTS & LORE. Hunt .50 GHB 5304
GREAT DISSENTERS, THE. Reinfeld .60 Path † HP76
GUADALCANAL DIARY. Tregaskis .40 Pop. † K4
HOW AND WHY WONDER BOOK OF THE AMERICAN REVOLUTION. Sutton .50 WHW 5042
INDIANS. (Ill.) Bleeker .25 QMB 5503
INDIANS OF THE AMERICAS. (abr.) Collier .60 NAL † MP494
LANTERN IN HER HAND, A. Aldrich .50 TB 4761
OUR 50 UNITED STATES. (Ill.) Rachlis .50 QAB 5120
PEACE CORPS, THE. Kittler .50 PBL 52-229
PRESIDENT KENNEDY SELECTS SIX BRAVE PRESIDENTS. Davidson .40 Pop. K52
PRESIDENTS IN AMERICAN HISTORY. Beard & Gaver ed. 1.95 Mes. (c)
ROOSEVELT GRADY. Shotwell .50 TB 4767
SERPENT'S COIL, THE. Mowat .60 Bal. † U5014
SPIES FOR THE BLUE & GRAY. Kane .50 Ace † K132
STORY CATCHER, THE. Sandoz .50 TB †*4790
THEY ALL DISCOVERED AMERICA. Boland .75 PB M7509
TIME TO STAND, A. Lord .50 PB † 7023
TRAPPERS OF THE WEST. Reinfeld .45 Dell 9046

World

GREEK GODS & HEROES. Graves .45 Dell 3221
HOW AND WHY WONDER BOOK OF PREHISTORIC MAMMALS. Keen .50 WHW 5033
PEOPLE AND PLACES. Mead .60 Path HP42
SECRETS OF THE PAST. (Ill.) Evans .50 QAB 5116
SIEGE AND FALL OF TROY, THE. Graves .45 Dell 7885
TEST OF VALOR: A Story of the Ancient Olympic Games. Ingles .50 TB 4754
UNITED NATIONS AND HOW IT WORKS, THE. (rev.) Coyle .60 NAL MP613
WE-WERE-THERE: At the Battle for Batoan. Appel .50 TB 4768
WE-WERE-THERE: At the Normandy Invasion. Knight .50 TB 4750
WONDERS OF THE WORLD. (Ill.) Hathway .25 QMB 5508
YOUNG CAESAR, THE. Warner .75 NAL †*MT447

LANGUAGE ARTS

American Literature

ADVENTURES OF HUCKELBERRY FINN, THE. Twain .50 NAL CD5
ADVENTURES OF TOM SAWYER. Twain .40 Dell D030
ADVENTURES OF TOM SAWYER, THE. Twain .50 NAL CD2
ALICE'S ADVENTURES IN WONDERLAND and THROUGH THE LOOKING GLASS. (Ill.) Carroll .50 NAL CD22
AMERICAN HEROES OF LEGEND AND LORE. Shay .50 Pyr. R1109
APRIL MORNING. Fast .50 Path FP69
AUTOBIOGRAPHY and Other Writings. Franklin .50 NAL CD74
CALL OF THE WILD and Selected Stories. London .50 NAL * CD20
CALL OF THE WILD and WHITE FANG. London .45 WSP W275
CALL OF THE WILD and WHITE FANG. London .45 Path * EP3
CONNECTICUT YANKEE IN KING ARTHUR'S COURT. Twain .50 NAL † CD158
HUCKLEBERRY FINN, ADVENTURES OF. Twain .45 WSP W242
INCREDIBLE JOURNEY, THE. Burnford .50 Path * FP106
LEGEND OF SLEEPY HOLLOW and Other Selections from Washington Irving. Fox, ed. .60 WSP W581
LIGHT IN THE FOREST, THE. Richter .45 Path EP71
OREGON TRAIL, THE. Parkman .60 NAL † CP152
PRINCE AND THE PAUPER, THE. Twain .50 NAL † CD230
RED PONY, THE. Steinbeck .45 Path EP79
SAVAGE SAM. Gipson .35 PB 6177
SEA WOLF, THE. London .50 Path FP22
SEA WOLF, THE. London .60 NAL * CP217
SHANE. Schaefer .45 Path EP85
SKETCH BOOK, THE. Irving .75 NAL † CT282
SO BIG. Ferber .60 Avon S143
TEN TOP STORIES. Sohn, ed. .50 Path FP74
TOM SAWYER. Twain .45 WSP W239
TOM SAWYER ABROAD. Twain .45 Dell 8943
VIRGINIAN, THE. Wister .50 Pop. * SP373

Biography

ABRAHAM LINCOLN. Nolan 1.95 Mes. (c)
AMERICA'S FIRST LADIES. Sadler .60 Macf 60-138
BEFORE I SLEEP: The Last Days of Dr. Tom Dooley. Monahan, ed. .60 NAL P2313
BUFFALO BILL. Garst 1.95 Mes. (c)
CHRISTOPHER COLUMBUS, MARINER. Morison .60 NAL † MP439
CUSTER. Garst 1.95 Mes. (c)
DAY IN THE LIFE OF PRESIDENT KENNEDY, A. Bishop .50 Ban. F2867
DIARY OF A YOUNG GIRL. Frank .50 PB 50039
DR. TOM DOOLEY: My Story. (abr. of Deliver Us From Evil, The Edge of Tomorrow, The Night They Burned the Mountain) Dooley .50 NAL D2555
DOUGLAS MacARTHUR. Archer 1.95 Mes. (c)
EDITH CAVELL. Elkon 1.95 Mes. (c)
FATHERS OF INDUSTRY. Fanning .75 Macf 75-500S
FIRST LADY OF THE SEEING EYE. Frank .50 Pyr. R1038
FLORENCE NIGHTINGALE. Nolan & Gaver, ed 1.95 Mes. (c)
FRANKLIN D. ROOSEVELT. Weingast 1.95 Mes. (c)
GOD IS MY CO-PILOT. Scott .50 Bal U2801
HARRY S. TRUMAN. Martin 1.95 Mes. (c)
HURRICANE STORY, THE. Gallico .50 Berk F1154
JFK: Boyhood to White House. (former title: Boys' Life of John F. Kennedy). Lee .50 Faw. D554
JACKIE ROBINSON. Shapiro 1.95 Mes. (c)
JAMES BOWIE. Garst 1.95 Mes. (c)
JEFFERSON. (rev. & abr.) Padover .60 NAL † MP408
JIM THORPE. Schoor & Gaver, ed. 1.95 Mes. (c)
JOHN F. KENNEDY: A Complete Biography. Carr .50 Lan. † 72-621
JOHN FITZGERALD KENNEDY. Levine 1.95 Mes. (c)
KAREN. Killilea .50 Dell 4376
KIT CARSON. Garst & Gaver, ed. 1.95 Mes. (c)
MRS. LBJ. Montgomery .60 Avon * S155
MY LORD, WHAT A MORNING. Anderson .60 Avon † S165
MY YEARS WITH CHURCHILL. MacGowan .60 Faw. † R1550
NURSE AROUND THE WORLD: Alice Fitzgerald. Noble 1.95 Mes. (c)
PT 109. Donovan .50 Faw. D523
PRESIDENTS OF THE USA: Profiles and Pictures. Lengyel 1.25 Ban. QG4
QUEST OF THE SNOW LEOPARD. Andrews .50 TB 4702
ROUGH RIDERS, THE. Roosevelt .50 NAL CD73
SITTING BULL. Garst 1.95 Mes. (c)
STORY OF FLORENCE NIGHTINGALE, THE. Leighton .50 TB 4759
STORY OF HELEN KELLER, THE. Hickok .50 TB 4749
STORY OF MADAME CURIE, THE. Thorne .50 TB 4782
STORY OF WINSTON CHURCHILL, THE. Malkus .50 TB 4785
TRAVELS OF MARCO POLO, THE. Rugoff, intro. .50 NAL CD97
UP FROM SLAVERY. Washington .60 Path HP16
WILD BILL HICKOK. Garst 1.95 Mes. (c)
WITH LOVE FROM KAREN. Killilea .60 Dell 9615
YOGI BERRA. Trimble .50 TB 4784
YOUNG JOHN KENNEDY. Schoor .75 Macf 75-132

Drama & Poetry

MIRACLE WORKER, THE. Gibson .50 Path † FP67
STORY POEMS, POCKET BOOK OF. Untermeyer, ed .75 WSP W911
YOUNG READER'S TREASURY OF BRITISH AND AMERICAN VERSE. Maloff .75 Avon V2066

Leisure Reading

ADVENTURE STORIES. Coombs .50 PB 50087
ALONE. Byrd .50 Ace * K188
AMAZING METS, THE. Mitchell .50 TB 4760
ANNE OF GREEN GABLES. Montgomery .60 TB * 4764
APOLLO AT GO. Sutton .50 Pop. SP305
ASK HENRY. Makow .40 Ace F219
BABY SITTER'S GUIDE BY DENNIS THE MENACE. Ketcham & Harmon .40 Faw. K493
BAMBI. Salten .50 TB 4751
BAMBOO KEY, THE. Wadsworth .50 TB 4741
BASEBALL IS A FUNNY GAME. Garagiola .50 Ban. F3069
BASEBALL STORIES. Owen, ed. .50 PB 50088
BEAUTIFUL JOE. Saunders .60 Avon * S186
BEAVER AND WALLY. Cleary .35 Berk F557
BLACK TREASURE. Barlow .50 TB 4722
BORN FREE. Adamson .75 Macf * 75-100
BOY SCOUT STORIES. Crump .50 PB 50089
BOYS' BOOK OF GREAT DETECTIVE STORIES, THE. (abr.) Haycraft, ed. .50 Berk * F1155
BRIGHT ISLAND. Robinson .50 TB 4746
CATSEYE. Norton .40 Ace F167
CHAD HANNA. Edmonds .75 Path † SP40
CHALLENGER, THE. Waldman .50 TB 4724
CHEAPER BY THE DOZEN. Gilbreth & Carey .45 Path EP35
CHUCKLEBAIT. Scoggin, ed. .50 Dell 1276
CIRCUS PUNK. Bradbury .50 TB 4779
COINS. (Ill.) Evans .50 QAB 5103
COUNTY FAIR. Emery .45 Berk C866
COWBOY STORIES. Payne .50 PB 50090
CRASH CLUB. Felsen .45 Path EP33
DAY OF THE DRAG RACE, THE. Harkins .45 Berk C1034
DEAR PRES. JOHNSON. Adler & Schultz .40 Avon F225
DENNIS THE MENACE A.M. Ketcham .40 Faw. K867
DENNIS THE MENACE HAPPY HALF PINT. Ketcham .40 Faw. K860
DENNIS THE MENACE HOUSEHOLD HURRICANE. Ketcham .40 Faw. K869
DENNIS THE MENNACE MAKE-BELIVE ANGEL. Ketcham .35 Faw. S755
DENNIS THE MENACE RIDES AGAIN. Ketcham .40 Faw. K887
DENNIS THE MENACE... TEACHER'S THREAT. Ketcham .40 Faw. K874
DENNIS THE MENNACE vs. EVERYBODY. Ketcham .40 Faw. K913
DENNIS THE MENACE... WHO ME? Ketcham .40 Faw. K901
DINNY GORDON: Freshman. Emery .50 Berk F1121
DOCTOR ELLEN. De Leeuw .40 Ace F163
DOG STORIES. Thomas, ed. .50 PB 50091
DOG WHO WOULDN'T BE, THE. Mowat .45 Pyr. JK14
EARTH'S LAST CITADEL. Moore & Kuttner .40 Ace F306
ENDURANCE. Lansing .50 Avon † G1050
ESKIMO. Freuchen .50 Ace † K124
FAMOUS DOG STORIES. (abr.) Cooper, ed. .45 Berk C933
FAMOUS PLANES & PILOTS. (Ill.) Hathway .25 QMB 5502
FIRE. Stewart .50 Ace † K127
FIRST ON THE MOON. Sutton .40 Ace F222
FLAGS. (Ill.) Irving .25 QMB 5507
FOR THE LOVE OF PEANUTS. (Selected cartoons from: Good Grief, More Peanuts! Vol. 11). Schulz .40 Faw. K831
FOREVER FREE. Adamson .75 Macf * 75-135
FROG KING, THE and Other Tales of the Brothers Grimm. Grimm .75 NAL CT260
FUN WITH PEANUTS. (Selected cartoons from: Good Ol' Charlie Brown, Vol. 1). Schulz .40 Faw. K871
FURY: Stallion of Broken Wheel Ranch. Miller .50 TB 4714
GALACTIC DERELICT. Norton .40 Ace † F310
GHOST STORIES. Furman, ed. .50 PB 50092
GODS, HEROES AND MEN OF ANCIENT GREECE. Rouse .50 NAL KD512
GOLDEN BOOK OF CAMPING AND CAMP CRAFTS. Lynn .50 GHB 5303
GOLDEN BOOK OF CRAFTS & HOBBIES. Hunt .50 GHB 5302
GOLDEN BOOK OF NATURE CRAFTS. Saunders .50 GHB 5301
GOOD GRIEF, CHARLIE BROWN. (Selected from: Good Grief, More Peanuts! Vol. 1). Schulz .40 Faw. K858
GRASS WAS THAT HIGH, THE. Pitkin .50 TB † 4775
GREAT ADVENTURE, THE. Fredericks .50 Ace † K151

GREAT MOMENTS IN SPORT. Cosell . 50 Macf 50-204
GREAT WESTERN STORIES. Western Writers of America . 50 Berk F1099
GUS WILSON'S MODEL GARAGE. Bunn . 45 Berk C993
HERE COMES CHARLIE BROWN. (Selected cartoons from: Good Ol' Charlie Brown. Vol. 11). Schulz . 40 Faw. K870
HEY, PEANUTS. (Selected cartoons from: More Peanuts, Vol. II) Schulz . 40 Faw. K854
HIGH ROAD HOME. Corbin . 50 TB 4729
HORSE STORIES. Thomas. ed. . 50 PB 50093
HOT ROD. Felsen . 45 Path EP7
HOW AND WHY WONDER BOOK OF BUILDING. Barr . 50 WHW 5051
HOW AND WHY WONDER BOOK OF COINS AND CURRENCY. Celinas . 50 WHW 5058
HOW AND WHY WONDER BOOK OF HORSES. Self . 50 WHW 5022
HOW AND WHY WONDER BOOK OF SHIPS. Scharff . 50 WHW 5044
HOW AND WHY WONDER BOOK OF TREES. Coe . 50 WHW 5053
HUMOROUS STORIES. Furman. ed. . 50 PB 50094
HUON OF THE HORN. Norton . 40 Ace † F226
IN THIS CORNER... DENNIS THE MENACE. Ketcham . 40 Faw. K900
INVADERS OF EARTH. Conklin . 60 TB 4706
JOURNEY TO THE CENTER OF THE EARTH. Verne . 45 Ace M119
"KEEPER" PLAY. Porter . 50 TB 4743
KID FROM TOMKINSVILLE, THE. Tunis . 45 Berk C977
LASSIE COME-HOME. Knight . 50 TB 4716
LIFE FOR THE STARS. Blish . 45 Avon H107
LILIES OF THE FIELD, THE. Barrett . 40 Pop. PC1027
LITTLE PRINCESS, A. Burnett . 50 TB 4781
LIVING FREE. Adamson . 75 Macf * 75-105
LONG WAY NORTH, THE. Bosworth . 40 Ace F286
MAN AGAINST NATURE. Neider. ed. . 50 Path FP56
MAN-EATERS OF KUMAON. Corbett . 50 Path † FP50
MEET ME IN ST. LOUIS. Benson . 45 Path † EP19
MEN OF IRON. Pyle . 60 Avon S187
MISS BIANCA. (Ill.) Sharp . 50 Berk * F1014
MRS. MIKE. Freedman . 45 Path EP96
MORE POSERS. Kaplan . 50 Macf 50-242
MOUSE ON THE MOON, THE. Wibberley . 50 Path † FP104
MOUSE THAT ROARED, THE. Wibberley . 45 Path † EP80
MUTTS, MONGRELS, MISCHIEF. Coates . 45 Pyr. JK16
MYSTERY OF SATELLITE 7. Coombs . 50 TB 4709
MYSTERY OF THE HIDDEN HAND. Whitney . 50 TB * 4792
MYSTERY STORIES. Elston. ed. . 50 PB 50095
NATIONAL VELVET. Bagnold . 50 TB 4705
NATURE CRAFTS. (Ill.) Dempewolff . 50 QAB 5107
NIGHT TO REMEMBER, A. Lord . 45 Path EP83
101 ELEPHANT JOKES. Blake . 40 Pyr. F1090
OVERTIME UPSET. Porter . 45 TB 4793
PETER PAN. Barrie . 50 TB 4795
POND, THE. Murphy . 60 Avon S174
POSERS. Kaplan . 50 Macf 50-190
QUALITY OF COURAGE, THE. Mantle . 50 Path FP140
QUESTIONS & ANSWERS. (ill) Elmo . 50 QAB 5119
QUIZ BOOK. (Ill.) Healy . 50 QAB 5115
RAFT, THE. Trumbull . 45 Pyr. K664
RASCAL. North . 60 Avon S163
REBECCA OF SUNNYBROOK FARM. Wiggin . 60 TB 4763
RED CAR, THE. Stanford . 50 TB 4710
RESCUERS, THE. (Ill.) Sharp . 50 Berk * F982
RING OF BRIGHT WATER. Maxwell . 60 Faw. * RS67
ROAD ROCKET. Felsen . 45 Path EP38
ROCKS REMAIN, THE. Maxwell . 60 Faw. * R800
ROSE & THE RING, THE. Thackeray . 50 Avon GS6
SCHOOLBOY JOHNSON. Tunis . 45 Berk C1065
SCIENCE FICTION STORIES. Elam . 50 PB 50096
SCREWBALL. Armer . 50 TB 4774
SEAL MORNING. Farre . 50 Ace K146
SECOND FOUNDATION. Asimov . 50 Avon † G1248
SHIPS. (Ill.) Stevenson . 25 QMB 5513
SILENT SERVICE, THE. Chambliss . 50 NAL KD509
SO DEAR TO MY HEART. North . 60 Avon S181
SO YOU THINK YOU KNOW BASEBALL! Simmons . 40 Faw. K695
SPEEDWAY CHALLENGE. Gault . 45 Berk C1090
SPIDERWEB FOR TWO. Enright . 50 NAL KD502
SPORTS SHORTS. Davis . 45 Path EP39
STAR DWELLERS. Blish . 50 Avon G1268
STOCK CAR RACER. Jackson . 50 NAL KD503
STORIES ABOUT ABRAHAM LINCOLN TO READ ALOUD. (Ill.) Anderson . 39 WRA 2050
STORMY VOYAGE. Barlow . 50 TB 4757
STRANGELY ENOUGH. Colby . 50 Pop. SP296
STRANGEST THINGS IN THE WORLD, THE. Henry . 50 Ace K155
STREET ROD. Felsen . 45 Path EP57
SWIFTWATER. Annixter . 50 PBL 52-869
TURRET, THE. (Ill.) Sharp . 50 Berk * F1044
TWELVE DANCING PRINCESSES, THE and Other Fairy Tales. David. ed. . 75 NAL CT205
UNDERSTOOD BETSY. Canfield . 50 TB 4777
VERY FUNNY, CHARLIE BROWN. (Selected cartoons from: You're Out of Your Mind, Charlie Brown. Vol. 1). Schulz . 35 Faw. S779
WANTED: Dennis the Menace. Ketcham . 40 Faw. K888
WEST POINT PLEBE. Reeder . 45 Berk C1007
WHAT NEXT, CHARLIE BROWN? (Selected cartoons from: You're Out of Your Mind, Charlie Brown. Vol. 11). Schulz . 40 Faw. K818
WILD BILL HICKOK. O'Connor . 35 Ace D466
WINNING PITCHER. Porter . 50 TB 4708
WIZARD OF OZ, THE. Baum . 40 Faw. K674
WONDERFUL WORLD OF PEANUTS, THE. (Selected cartoons from: More Peanuts. Vol. 1). Schulz . 40 Faw. K875
WORLD SERIES. Tunis . 50 Berk F1138
YOUNG RAZZLE. Tunis . 45 Berk C1024

World Literature

ALICE IN WONDERLAND. Carroll . 45 WSP W257
ANIMAL STORIES. Murphy. ed. . 45 Dell 0139
ANNAPURNA. Herzog . 50 Pop. † SP298
AROUND THE WORLD IN 80 DAYS. Verne . 45 Dell 0285
BLACK ARROW. Stevenson . 45 Dell * 0570
BLACK BEAUTY. Sewell . 45 Dell 0571
CAPTAINS COURAGEOUS. Kipling . 35 Dell * 1050
CAPTAINS COURAGEOUS. Kipling . 50 NAL * CD252
"CAPTAINS COURAGEOUS". Kipling . 40 Path * JP10
CHRISTMAS CAROL, A. Dickens . 45 WSP W268
CHRISTMAS CAROL, A. Dickens . 40 Dell 1272
FABLES AND FAIRY TALES. Tolstoy . 60 NAL CP132
GOLDEN AGE, THE, and DREAM DAYS. Grahame . 75 NAL † CT267
GREAT SEA STORIES. Villiers, ed. . 45 Dell 3154
GREAT SHORT STORIES OF STEVENSON. . 45 WSP W214
GREAT STORIES OF SHERLOCK HOLMES. Doyle . 50 Dell * 3190
GULLIVER'S TRAVELS. Swift . 50 NAL † CD14
HOUND OF THE BASKERVILLES. Doyle . 40 Dell 3758
HOW AND WHY WONDER BOOK OF THE OLD TESTAMENT. Klaperman . 50 WHW 5050
INN OF THE SIXTH HAPPINESS, THE. Burgess . 50 Path † FP51
JOURNEY TO THE CENTER OF THE EARTH. Verne . 35 PB M4161
JUNGLE BOOKS, THE. Kipling . 50 Dell * 4332
JUNGLE BOOKS, THE. Kipling . 50 NAL * CD65
KIDNAPPED. Stevenson . 40 Dell 4440
KIDNAPPED. Stevenson . 50 NAL CD6
KIDNAPPED. Stevenson . 45 WSP W234
KIM. Kipling . 40 Dell * 4500
KON-TIKI. Heyerdahl . 75 PB 75101
LOST WORLD, THE. Doyle . 40 Pyr. * F713
MUTINY ON THE BOUNTY. Nordhoff & Hall . 50 PB † 50046
MYTHOLOGY. Hamilton . 60 NAL MP520
PLATERO AND I. Jimenez . 50 NAL † CD17
ROBIN HOOD, PRINCE OF OUTLAWS. Dumas . 45 Dell 7469
ROBINSON CRUSOE. Defoe . 45 WSP W272

ROBINSON CRUSOE. Defoe .45 Dell 7471
ROBINSON CRUSOE. Defoe .50 NAL CD55
RUN SILENT, RUN DEEP. Beach .50 PB 50166
SPECKLED BAND, THE and Other Sherlock Holmes Adventures. Doyle .75 NAL * CD324
SWISS FAMILY ROBINSON. Wyss .40 Dell 8440
SWORD IN THE STONE. White .50 Dell 8445
TREASURE ISLAND. Stevenson .45 WSP W249
TREASURE ISLAND. Stevenson .40 Dell 9064
TREASURE ISLAND. Stevenson .50 NAL CD272

SCIENCE & MATHEMATICS

AMAZING BUT TRUE ANIMALS. Storer .50 Faw. D1359
AXELROD'S TROPICAL FISH BOOK. Axelrod .75 Faw. 579
BEGINNERS GUIDE TO THE SKIES. Mayall 1.00 CN CN33
BIRDS. (Ill.) Jerr .50 QAB 5101
BIRDS. (Ill.) Stevenson .25 QMB 5504
BODY IN ACTION, THE. Reit. ed. .69 GLK (wb) 7827
BUTTERFLIES AND MOTHS. Martin .69 GLK (wb) 7806
CATS. (Ill.) Biram .25 QMB 5505
CHEMISTRY. (Ill.) Goldberg .50 QAB 5109
CONSTELLATIONS. (Ill.) Clark .25 QMB 5514
DICTIONARY OF SCIENCE, THE. Fichandler & Holt .75 Macf 75-503S
DINOSAURS. (Ill.) Biram .25 QMB 5509
DOGS. (Ill.) Irving .25 QMB 5506
ENERGY AND POWER. de Camp .69 GLK (wb) 7825
FLYING ANIMALS. Fichter .69 GLK (wb) 7824
GIANTS OF SCIENCE. Cane .75 Pyr. WS7
GREAT INVENTIONS. Meyer. ed. .60 PB M6003
GROWING PLANTS. (Ill.) Miner .50 QAB 5114
GUIDE TO BIRDS, POCKET. Cruickshank .75 WSP W930
GUIDE TO TREES, POCKET. Platt .60 WSP W628
GUIDE TO TROPICAL FISH. Mager .60 WSP W629
GUIDE TO WILDFLOWERS, POCKET. Gottscho .60 WSP W630
HORSES. (Ill.) Rachlis .50 QAB 5118
HOW AND WHY WONDER BOOK OF BEGINNING SCIENCE. Notkin & Gulkin .50 WHW 5011
HOW AND WHY WONDER BOOK OF CHEMISTRY. Keen .50 WHW 5021
HOW AND WHY WONDER BOOK OF FLIGHT. Highland .50 WHW 5019
HOW AND WHY WONDER BOOK OF MACHINES. Notkin & Gulkin .50 WHW 5012
HOW AND WHY WONDER BOOK OF OUR EARTH. Sutton .50 WHW 5010
HOW AND WHY WONDER BOOK OF SCIENCE EXPERIMENTS. Keen .50 WHW 5034
HOW AND WHY WONDER BOOK OF SEA SHELLS. Low .50 WHW 5014
HOW AND WHY WONDER BOOK OF STARS. Hoss .50 WHW 5006
HOW AND WHY WONDER BOOK OF THE MOON. Sutton .50 WHW 5048
HOW TO WATCH BIRDS. Barton 1.00 CN CN10
HUMAN MIND, THE. (Ill.) Miller .50 QAB 5110
HUMAN SIDE OF ANIMALS, THE. Packard .50 PB † 7011
INSECT WORLD. Lobsenz .69 GLK (wb) 7814
INSECTS. (Ill.) Gray .50 QAB 5102
LIVING SEA, THE. Cousteau & Dugan .75 PB † 75008
MACHINES THAT BUILT AMERICA. Burlingame .60 NAL P2471
MAGIC HOUSE OF NUMBERS, THE. Adler .60 NAL P2117
MAGNETISM. (Ill.) Behnke .50 QAB 5111
MAGNETISM. Holden .69 GLK (wb) 7831
MARVELS OF EARTH. Wyckoff .69 GLK (wb) 7834
MATHEMATICS IN EVERYDAY THINGS. Vergara .75 NAL T2098
MATHEMATICS IN FUN IN EARNEST. Court .60 NAL † P2484
MEN, MICROSCOPES AND LIVING THINGS. Shippen .50 TB 4740
MEN OF SPACE. Thomas .50 Macf † 50-101
NATURAL WORLD, THE: A Guide to North American Wildlife. Viorst .75 Path SP112
ONE DAY AT TETON MARSH. Carrighar .75 Pyr. T1250
ONE DAY ON BEETLE ROCK. Carrighar .75 Pyr. T1251
150 SCIENCE EXPERIMENTS STEP-BY-STEP. Viorst .60 Path HP44
OUR FRIEND THE ATOM. Haber .35 Dell 6756
OUR SUN AND THE WORLDS AROUND IT. (Ill.) Lyon .50 QAB 5121
REPTILES. (Ill.) Ficnter .50 QAB 5117
ROCKS. (Ill.) Evans. .50 QAB 5112
SCIENCE. (Ill.) Wyler .50 QAB 5122
SCIENTIST BEHIND THE INVENTORS. Burlingame .50 Avon G1274
SHELLS. (Ill.) Evans .50 QAB 5113
SNAKES. (Ill.) Fichter .25 QMB 5501
STARGAZERS. de Kay .50 Macf 50-504S
STARS. (Ill.) Nicholson .50 QAB 5104
THINKING MACHINES. Adler .60 NAL P2065
WHALES AND DOLPHINS. Wheat .69 GLK (wb) 7829
WHERE DO BABIES COME FROM. Orenstein .50 Pyr. R1065
WILD ANIMAL PETS. Pinney .50 GHB 5305
WONDERS OF ANIMAL LIFE. Eimerl, ed. .69 GLK (wb) 7832
WONDERS OF THE WORLD. Cottrell .50 TB 4707
YEAR OF THE GORILLA, THE. Schaller .75 Bal † U6031

STUDENT REFERENCE

BOATING IDEAS. Bowman .75 Faw. 555
COIN COLLECTING FOR FUN AND PROFIT. Coin World Editors .75 Faw. 554
COIN WORLD GUIDE TO COINS. Piazza. ed. .75 Faw. 578
COMPLETE COIN COLLECTOR'S GUIDE. Svensson .75 Avon † V2118
DICTIONARY OF SYNONYMS AND ANTONYMS, A. Devlin .75 Pop. W1107
NEW HAMMOND WORLD ATLAS, THE. Hammond & Co. .85 Ban. W2881
NEW MERRIAM-WEBSTER POCKET DICTIONARY. .50 PB 50010
NEW POCKET ROGET'S THESAURUS IN DICTIONARY FORM. Lewis, ed. .60 WSP W635
NEW RAND McNALLY POCKET WORLD ATLAS. .75 PB GC765
WEBSTER'S NEW SCHOOL & OFFICE DICTIONARY. .75 Faw. T433
WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE. .50 Pop. SP15
WHAT YOU SHOULD KNOW ABOUT COINS & COIN COLLECTING. Hobson .50 Faw. D1554
WOMAN'S DAY COOKIE COOKBOOK. (abr.) Piazza, ed. .75 Faw. 522
WORDS MOST OFTEN MISSPELLED AND MISPRONOUNCED. Gleeson & Colvin .60 PB GC613

Other materials

SPECIAL BASIC INSTRUCTIONAL MATERIAL

The materials listed under this classification have been specifically designed for classroom use and include teaching and/or other study aids not otherwise available. They should be ordered through your local BIPAD member book wholesaler who can also supply you with additional information about them.

Reader's Enrichment Series

ANNE FRANK: Diary of a Young Girl. Frank .60 RE RE100
CALL OF THE WILD. London .60 RE RE103
CRESS DELAHANTY. West .60 RE RE110
HUCKLEBERRY FINN, ADVENTURES OF. Twain .75 RE RE306
IVANHOE. Scott .75 RE RE312

JUNIOR MISS. Benson .60 RE RE109
KIDNAPPED. Stevenson .75 RE RE307
KON-TIKI. Heyerdahl .75 RE RE308
LAST OF THE MOHICANS. Cooper .75 RE RE309
LIFE WITH FATHER. Day .60 RE RE106
LIFE WITH MOTHER. Day .60 RE RE107
ROBINSON CRUSOE. Defoe .60 RE RE112
SILAS MARNER. Eliot .60 RE RE114
TOM SAWYER, ADVENTURES OF. Twain .60 RE RE115
TREASURE ISLAND. Stevenson .60 RE RE116
WHITE FANG. London .60 RE RE119

WORKBOOKS & OTHER EXPENDABLE MATERIAL

Many of the materials listed hereunder suggest a grade level selected by the publisher. While the Panel finds merit in the material sufficient to recommend its use in the classroom, it does not endorse any grade level which may appear as part of the publication.

ANIMALS FROM FAR AND NEAR. Parker, ed. .59 GSW 4900
BIRDS-INLAID PUZZLE. with Akron Pub. Schls. .29 SAAL 7047
CHILDREN AT PLAY INLAID-PUZZLE.
with Akron Pub. Schls. .50 SAAL 7291
CIRCUS-INLAID PUZZLE. with Akron Pub. Schls. .50 SAAL 7293
COWBOY & COWGIRL-INLAID PUZZLE.
with Akron Pub. Schls. .50 SAAL 7294
DOMESTIC ANIMALS-INLAID PUZZLE.
with Akron Pub. Schls. .29 SAAL 7047
EARTH AND ITS LIVING THINGS, THE. Parker, ed. .59 GSW 4902
EVERY CHILD'S FIRST FRENCH COLOR AND LEARN BOOK. Harrington .50 Dell 2417
EVERY CHILD'S FIRST GERMAN COLOR AND LEARN BOOK. Harrington .50 Dell 2418
EVERY CHILD'S FIRST ITALIAN COLOR AND LEARN BOOK. Harrington .50 Dell 2419
EVERY CHILD'S FIRST SPANISH COLOR AND LEARN BOOK. Harrington .50 Dell 2420
EVERY SPANISH SPEAKING CHILD'S FIRST ENGLISH COLOR AND LEARN BOOK. Harrington .50 Dell 2421
FARM ANIMALS-INLAID PUZZLE.
with Akron Pub. Schls. .50 SAAL 7292
50 STATES, THE: Educational Crossword Series #2.
Maleska & Auraynsen .50 PB 50105
FIRST WORKBOOK OF FRENCH. Richards .45 WSP W10
FIRST WORKBOOK OF SPANISH. Richards .45 WSP W32
FLOWERS-INLAID PUZZLE. with Akron Pub. Schls. .29 SAAL 7047
FRENCH THROUGH PICTURES. Richards .45 WSP W8
FUN WITH WORDS: Grade 1. Benton Review Publ. Co. .50 SAAL 4917
FUN WITH WORDS: Grade 3. Benton Rev. Publ. Co. .50 SAAL 4923
FUN WITH WORDS: Grade 2. Benton Rev. Publ. Co. .50 SAAL 4918
FUN WITH WORDS AND PICTURES
Benton Review Publ. Co. .50 SAAL 4916
GERMAN THROUGH PICTURES. Richards .45 WSP W15
HOW ANIMALS LIVE. Parker, ed .59 GSW 4903
HOW PLANTS GROW. Parker, ed. .59 GSW 4901
JUNGLE ANIMALS-INLAID PUZZLE.
with Akron Pub. Schls. .29 SAAL 7047
LANGUAGE PRACTICE. Benton Review Publ. Co. .50 SAAL 4922
MATH. GRADE 4: Mastering Multiplication & Division.
Adler .69 GMW 5974
MATH. GRADE 1: Learning About Numbers. Adler .69 GMW 5971
MATH. GRADE 3: Mastering Arabic Numerals. Adler .69 GMW 5973
MATH. GRADE 2: Mastering Addition & Subtraction.
Adler .69 GMW 5972
NEW MATHEMATICS PRACTICE WORKBOOK. (Book 1 -- Sets and Addition). Levin & Bendick .59 PWB 2601
NEW MATHEMATICS PRACTICE WORKBOOK. (Book 2 -- Sets and Subtraction). Levin & Bendick .59 PWB 2602
PHONICS, SOUNDS WE USE: Grade 1.
Benton Review Publ. Co. .50 SAAL 4913
PHONICS, SOUNDS WE USE: Grade 3.
Benton Review Publ. Co. .50 SAAL 4915
PHONICS, SOUNDS WE USE: Grade 2.
Benton Review Publ. Co. .50 SAAL 4914
PRACTICE WORKBOOK OF ARITHMETIC, THE: Grade 1.
.39 PWB 3901
PRACTICE WORKBOOK OF ARITHMETIC, THE. Grade 2.
.39 PWB 3902
PRACTICE WORKBOOK OF PHONICS, THE: Grade 2. .39 PWB 3920
PRACTICE WORKBOOK OF READING, THE: Grade 1. .39 PWB 3903
PRACTICE WORKBOOK OF READING, THE: Grade 2. .39 PWB 3904
PRACTICE WORKBOOK OF SPELLING, THE: Grade 1. .39 PWB 3905
PRACTICE WORKBOOK OF SPELLING, THE: Grade 2. .39 PWB 3907
PRACTICE WORKBOOK OF WRITING, THE: Grade 1. .39 PWB 3906
PRESCHOOL PLAY BOX. with Akron Pub. Schls. 1.00 SAAL 7557
PRESCHOOL PUZZLE. with Akron Pub. Schls. 1.00 SAAL 7478
PRESCHOOL PUZZLE. with Akron Pub. Schls. 1.00 SAAL 7479
PRIMARY PRACTICE. Benton Review Publ. Co. .50 SAAL 4919
SECOND WORKBOOK OF FRENCH. Richards .45 WSP W11
SECOND WORKBOOK OF SPANISH. Richards .45 WSP W33
SPANISH THROUGH PICTURES. Richards .45 WSP W30
STARS, SEASONS, AND THE WEATHER. Parker, ed. .59 GSW 4904
3-IN-1 WORKBOOK: Grade 1. (Activities: Reading, Arithmetic). Johnson .39 PWB 3930
3-IN-1 WORKBOOK: Grade 2. (Activities: Reading, Arithmetic, English). Johnson .39 PWB 3931
YOU AND YOUR WORK AND PLAY. Parker, ed. .59 GSW 4905
YOUNG READERS DICTIONARY. Parke .39 PWB 3924

BOOKS FOR TEACHER LIBRARIES

AFRICA: Her History, Lands and People. Williams 1.95 CSP SQ001
AMERICAN FOLK TALES AND SONGS. Chase .75 NAL KT376
BEST ELECTRONICS PROJECTS. Smith, ed. .75 Faw. 548
BETTER ENGLISH MADE EASY. Thomas .60 Pop. M2015
BURL IVES SONG BOOK. Ives .60 Bal U5011
CHILDREN'S BOOKSHELF, THE: Books for and About Children. Child Study Assoc. .95 Ban. N3034
CHRISTMAS SINGALONG. 1.75 MB MB306
DICTIONARY OF AMERICAN HISTORY, THE. Holt .75 Macf 75-501S
1861-1865: Adventure of the Civil War, The. Werstein 1.95 CSP SQ004
ESSENTIALS OF MODERN MATHEMATICS, THE.
Balmer & Slade .75 WSP W904
FASTER READING MADE EASY. Smith .75 Pop. W1134
FOLK SONG SINGALONG. 1.75 MB MB301
FOLKSING. Haufrecht, ed. .75 Berk *S1062
FUN WITH MATHEMATICS. Mayer .60 Faw. R276
GAMES FOR CHILDREN. Kohl & Young 1.00 CN CN44
HOW TO BUILD A BETTER VOCABULARY.
Nurnberg & Rosenblum .50 Pop. SP114
1914-1918: World War 1. Werstein 1.95 CSP SQ005
PARENTS GUIDE TO CHILDREN'S EDUCATION.
Larrick .50 PB 50038
PARENTS GUIDE TO CHILDREN'S READING. Larrick .50 PB GC218
PARENTS GUIDE TO THE NEW MATHEMATICS. Sharp .75 PB 75071
PARTIES FOR CHILDREN. Kohl & Young 1.00 CN CN11
RAPID VOCABULARY BUILDER. Lewis .75 Macf 75-142
REVOLUTION 1776: A Short History of the American Revolution. Preston .60 WSP W609
1776: Adventure of the American Revolution, The.
Werstein 1.95 CSP SQ003
6 MINUTES A DAY TO PERFECT SPELLING. Shefter .45 WSP W50
STOP, LOOK, AND WRITE! Leavitt & Sohn .75 Path SP88
TEACHER. Ashton-Warner .95 Ban. NM1028
30 DAYS TO A MORE POWERFUL VOCABULARY.
Funk & Lewis .60 WSP W540
WE'RE HAVING A PARTY. 1.75 MB MB302
WORLD FOLK SONGS. Marais & Miranda .75 Bal. U6013

How to plan a school book fair

First Steps

1. Select a date several months ahead, keeping in mind the Christmas Gift season, the Spring Books season, the Summer Reading season, National Book Week, and National Library Week.
2. Plan a room large enough to accommodate your planned attendance.
3. Arrange with your wholesaler to have on hand the assortment you wish.

Promotion Inside The School

Build up enthusiasm in your students by letting them take part in planning the Fair. Help each class form a Book Fair Committee. Enlist Faculty cooperation. When feasible, have their classes make book marks, book ends, mobiles from book jackets. Have the students prepare signs and small promotion pieces. Sponsor a Poster Contest on the Book Fair theme and let the students themselves be the judges. Send publicity stories to the school newspaper. Arrange various book discussions in the classes. Sponsor a Book Review Contest, using titles from the Book Fair List.

Promotion Outside The School

Send press releases to local newspapers with pictures of students and teachers examining books for the Fair. Local radio stations will give Public Service spot announcements, giving dates and location of the Fair. Distribute posters to stores, churches, clubs. Use a telephone committee for word-of-mouth promotion.

Setting Up Before The Fair

Your "School Book Fair" assortment will be delivered by your local wholesaler. Set up sufficient tables (each approximately 8′ long). Leave generous aisles for browsers. Decorate gaily, use effective lighting. Display titles in full view and attractively. Set up an information and cashier desk at one end of the room.

Who Does What at the Book Fair?

Workers should meet before the Fair to discuss and divide the work.

Each sales person should become familiar with the books on her tables. If sold out of stock on a certain title, try to sell a similar one. One of the great satisfactions of a BOOK FAIR is for the buyer to be able to read the book bought that same night.

Each cashier should check each order slip for legibility, completeness and correct total, and be responsible for cash collected (every order is paid AT the Book Fair; NOT on delivery).

Each hostess should circulate around the room, maintaining displays in orderly condition. They should also stop to help sales ladies at crowded tables, take cash and books to cashier, file receipts, and welcome guests. In addition, they must watch departing guests—particularly small children—so that no one accidently walks off with a book not paid for.

Procedure at the Fair

Hand each student or parent two Order Slips at the door, since these must be filled out in duplicate. Keep an extra pad of Order Slips on each table. If an order cannot be filled from stock on hand, the sales person will send one copy of the Order Slip to the wholesaler, marked "Paid—to be delivered." She then places the duplicate Slip in an alphabetical file by purchaser's name.

If there is a multiple order in which some books are on hand and some are not, the sales person will mark the items which are filled from stock on hand as is mentioned above. The entire order is then sent on to the wholesaler, who will supply the remaining books on order.

After the Fair

If there are any books which were not sold, these can be repacked in the original publisher's cartons and returned to your wholesaler. You will be charged only for the books sold, that is, those not returned. IF YOU WISH TO KEEP ALL UNSOLD BOOKS FOR YOUR SCHOOL OR CLASSROOM LIBRARY, CONSULT YOUR WHOLESALER FOR TERMS.

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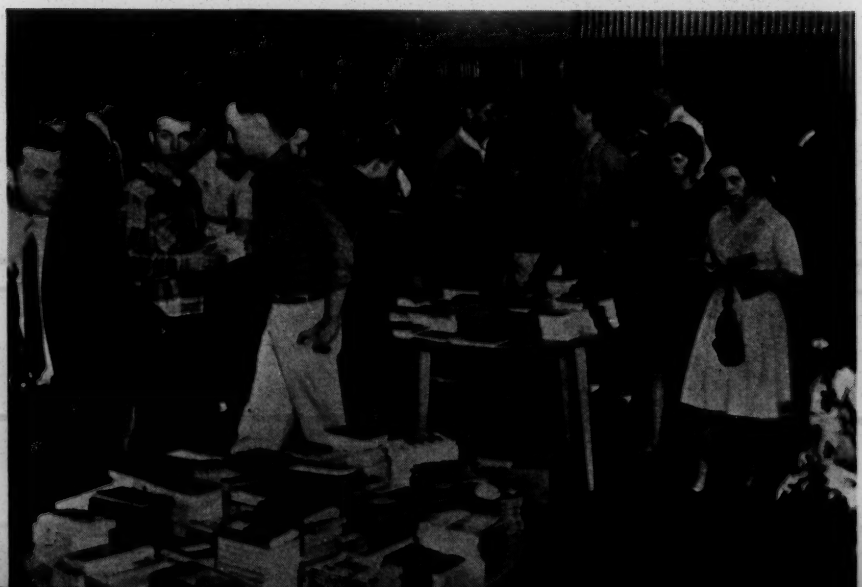

A bookstore in your school

School bookstores are operated in schools by student councils, honor societies, commercial departments' trainees . . . under faculty advisors. Profits may be used for other school activities. Easy and inexpensive to start, profitable in student enrichment and in cash, every school paperback store has at its command the experience of the magazine wholesaler.

WHERE: Stores operate in library corners, corridors, foyers, storerooms, checkrooms—anywhere where there's room for racks of books (which take surprisingly little space).

HOURS: Most used are stores open all day, constantly visited by students with library passes or in groups with classroom teachers, open to everyone just before school, during lunch hours, and just after school. Properly organized, they take little faculty time.

STOCK: Your local magazine wholesaler can best advise you, probably using THE PAPERBACK GOES TO SCHOOL. Everything is simpler when you order from just one source . . . who can advise on records, displays, orders, fixtures . . . help you avoid mistakes . . . provide fast service.

FIXTURES: A great variety of compact and attractive fixtures are available through your local wholesaler . . . from wire "pockets" in pegboard to movable wooden security racks locked at night.

COST: Some paperback bookstores cost nothing to open; none cost much. Wholesalers' terms usually are net 30 days . . . you probably can pay monthly only on books actually sold, returning unsold volumes for credit on more faster selling books. All unsold books are returnable. Despite the educational discounts they enjoy, most schools find it advisable to sell at regular retail prices, plus tax, if any.

Bookstore can be portable *(above)*, permanent *(right)*, or just a rack in a reading room.

Your wholesaler . . .

Best source of supply for paperback books

Your local magazine and paperback book wholesaler is the best source of school paperback supply. More than 800 such wholesalers are at your service in the United States and Canada.

Each represents a leading publisher, offers maximum discounts, operates a well-stocked local warehouse of books and has years of experience in representing publications in your community. He will be pleased to order paperbacks temporarily out of stock. His localized services provide quick delivery of your orders, one invoice covering the book of all publishers, and minimizes your storage space requirements.

You will find your local wholesaler of paperbooks is a prominent member of your community, active in many civic and educational projects. He is eager to help you establish bookstores, racks, and display fixtures in your schools.

Many local wholesalers have large displays of school titles within their offices and will welcome a visit to demonstrate their special services in providing inexpensive paperbacks for classroom texts or supplementary reading, libraries, etc.

If you don't know your local wholesaler, please look in the yellow pages of your telephone directory under "MAGAZINES and NEWSPAPERS—WHOLESALE DISTRIBUTORS." If not in your phone book, check with a neighborhood magazine retailer or write to **BIPAD, 122 East 42nd Street, New York City, N.Y. 10017**

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100 TESTED BOOKS FOR THE RELUCTANT READER

[illegible] would be making use- [illegible] the community.

[illegible] still a great need for [illegible] the goals of com- [illegible] programs. The commu- [illegible] should be encouraged to [illegible] activities of the com- [illegible] program. Local commit- [illegible] possible opportunity [illegible] media of their ac-

[illegible] in all of these areas [illegible] should be made [illegible] of the community

[illegible] program is immensely [illegible] experimental. Mis- [illegible] made. More will prob- [illegible] a giant step has been [illegible] to reduce the pockets [illegible] country.

[illegible] of community leaders in [illegible] indicates that con- [illegible] and exchange of [illegible] State and Federal [illegible] for a successful

[illegible] commend the com- [illegible] directors, the staffs and [illegible] of whom have worked [illegible] these programs a success [illegible] formative stage.

[illegible] U.S.A.

[illegible] at the request of [illegible] was granted permis- [illegible] remarks at this point [illegible] to include extraneous

[illegible] Mr. Speaker, there are [illegible] being waged today on

[illegible] of war embraces man's [illegible] the traditional ene- [illegible] progress—hunger, dis- [illegible] as well as those rigid in- [illegible] customs, and tra- [illegible] to perpetuate stag- [illegible] injustice, thus holding [illegible] advance toward a

[illegible] of war is, at its core, a [illegible] between two oppos- [illegible] and competing sys- [illegible] of society— [illegible], the other on com-

[illegible] these struggles, progress— [illegible] victory—may well depend [illegible] ability to influence [illegible] and to motivate them

[illegible] years, my subcommit- [illegible] on International [illegible] and Movements of the [illegible] Affairs Committee—has [illegible] aspect of the chal- [illegible] the United States [illegible] scene, and the ways [illegible] challenge.

[illegible] that in both of those [illegible] words, and images [illegible] as more potent weapons [illegible] or even bread.

[illegible] I am taking the floor [illegible] to commend a private [illegible] which has done [illegible] job in the battle for the [illegible] of men by disseminat- ing abroad factual information about our country, about the philosophy and the goals of our Nation, and about the institutional, scientific, and technological tools which we have used, or developed, in mastering our environment and improving our standard of living.

The name of this organization is Books U.S.A. and it is located right here in Washington. It is a private, nonprofit, educational, tax-exempt organization which works in close cooperation with the U.S. Information Agency and the Peace Corps.

Its purpose is to call the urgent need abroad for good American books to the attention of our public, and to offer private American individuals and organizations an easy and economical way in which to fill this need.

Through the generous cooperation of the paperback industry, which makes its books available at greatly reduced prices, and through the help of the U.S. Information Agency which assists in shipping them, Books U.S.A. is able to put together a packet of 10 books about America and to deliver them to a library, a teacher, or other interested individual abroad—all for the remarkably low cost of $4. Because of cost increases, the price of the packet will go up to $5, effective July 1.

Books U.S.A. receives approximately 100,000 requests for book packets a year from USIS personnel and from Peace Corps volunteers stationed abroad.

Thus far, through the generous cooperation of private American individuals donating $4 or more, Books U.S.A. has been able to send abroad some 16,000 book packets.

Its backlog of unfilled requests, however, continues to grow.

Because of the important contribution which this private program makes to our efforts abroad, I believe that the membership of the Congress and the public would like to know more about this organization.

For this reason, under unanimous consent granted earlier, I am placing in the RECORD two brief, descriptive articles. The first describes how Books U.S.A. functions; the other lists the books which are included in Books U.S.A. packets:

HOW BOOKS USA, INC., FUNCTIONS

Overseas: Peace Corps representatives and U.S. Information Service officers stationed abroad send their requests for urgently needed books to the Peace Corps and the U.S. Information Agency in Washington. They tell exactly what type of books and how many are needed in the countries in which they are stationed.

Washington: The U.S. Information Agency in Washington makes allotments of books to all countries from which requests have come, and determines which countries have priority. It then forwards these requests to Books USA. This way Books USA knows exactly which book packets and how many are needed where.

Books USA: Books USA receives $4 donations from the public. For each $5 received an order is typed with the donor's name and address, and a code number indicating where the books are to be sent. One copy of this order is a postcard. Such a card is enclosed in each packet to let the recipient know who the donor is.

Many donors prefer that their books be sent to a certain area: Africa, Latin America, the Near East or the Far East. Books USA matches the wishes of the donors to the requests from abroad, and sends the books to the area preferred by the donor whenever possible.

Warehouse: As soon as 100 orders are accumulated they are mailed to our warehouse, where our book packets are stored, ready for shipment. Here the postcard is put into the book packet. The packets are sealed and, in groups of 100, are forwarded to the U.S. Information Agency warehouse in Brooklyn.

OVERSEAS: From there the packets leave for overseas, where they reach the Peace Corps representatives and the U.S. Information Service officers who have requested them, and know just where to distribute them and to whom. Donors may send book packets directly to specific Peace Corps Volunteers for distribution. This is the only case in which Books USA may accept packets addressed to specific individuals. In all other instances who receives the packets is decided abroad.

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2. Understanding America: LaGuardia, F., "The Making of an Insurgent"; Hook, S., Ed., "Determinism and Freedom"; Potter, D. M., "People of Plenty"; James, H., "The American"; Mooney, B., "The Lyndon Johnson Story"; King, M. L., "Strength To Love"; Cochran, T. C., "Am. Business System"; Douglas, W. O., "America Challenged"; Papashvily, G. & H., "Anything Can Happen"; Wilder, T., "3 Plays."

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7. American literature, 19th century: Emerson, R. W., "A Modern Anthol"; Melville, H.

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10. Learning English: 7 Classics of Am. Lit. (simplified); Richards A. & Gibson, C., "English Through Pictures," Books 1 & 2; Thomas, H., "Better English Made Easy"

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13. Children's books: "Basic Dict. of Am. English"; "Arrow Book of Presidents"; "Secrets of the Animal World"; Twain, M., "Tom Sawyer"; Meadowcraft, E., "Benjamin Franklin"; White, A. T., "George Washington Carver"; Hickock, L., "Story of Helen Keller"; Leaf, M., "Story of Ferdinand"; Rey, H. A., "Curious George Gets a Medal"; Vinton, I., "Story of John Paul Jones"

(Substitutions for above titles may be made.)

PRIVATE INITIATIVE IN THE DEVELOPMENT PROCESS

(Mr. FASCELL (at the request of Mr. EDMONDSON) was granted permission to extend his remarks at this point in the RECORD and to include extraneous matter.)

Mr. FASCELL. Mr. Speaker, I am taking the floor this morning to call to the attention of the Congress an important breakthrough in what is generally referred to as the foreign assistance effort.

This new development, of far-reaching importance, is being undertaken jointly by the Organization for Economic Cooperation and Development, an intergovernmental association representing 18 Western European countries, Canada, Japan, and the United States, and by the International Council of Voluntary Agencies, located in Paris.

Both of these organizations are deeply involved in aiding the development of the less-developed countries.

They have decided to pool their resources and to obtain information on an unprecedented scale about the whole range of nongovernmental, nonprofit participation in development aid, to publish such information in the form of an international directory, and to institute the necessary measures for the information to be kept up to date.

Mr. Speaker, some 3 years ago, as chairman of the Subcommittee on International Organizations and Movements of the House Foreign Affairs Committee, I was instrumental in initiating a study of private American participation in foreign aid.

In a report published in April 1964—House Report No. 1352, 88th Congress, 2d session—our subcommittee urged the U.S. Government to pay closer attention to this subject, to develop information which would help us to gage both the scope and the direction of this private effort, and to use such information to promote coordination of private and governmental undertakings in the development process.

A year later, in May 1965, our subcommittee published a comprehensive report on, and a directory of, the "Overseas Programs of Private Nonprofit American Organizations"—House Report 368, 89th Congress, 1st session—a directory which was something of a landmark in this field.

We have watched with keen interest and given our encouragement to the Agency for International Development and the American Council of Voluntary Agencies for Foreign Service, Inc., which by now have compiled and issued an excellent two-volume directory of technical assistance provided abroad by U.S. nonprofit organizations.

The undertaking of the OECD and the International Council of Voluntary Agencies represents another step—a giant step—in the direction to which the work of our subcommittee has pointed. It initiates on the international scene an information-gathering service which is necessary for the maximization of the returns from private and governmental aid to the developing countries.

How do these information-collecting and publishing activities benefit the private and the governmental sectors involved in the development process?

They increase and improve means of consultation and exchange of information;

They help organizations wishing for better mutual coordination of development aid activities and planning;

They suggest areas of need which organizations might fill;

They inform the public about the work of nongovernmental organizations;

They enable the nongovernmental effort to be given its proper value in the pattern of development aid;

They indicate outlets for the resources of those seeking ways of helping others;

And they help in study, reference and research work.

I believe that the OECD and the International Council of Voluntary Agencies are to be commended for this undertaking.

Mr. [illegible] House of [illegible] Foreign [illegible] reported by the [illegible] Affairs

At that time [illegible] tional [illegible] tant [illegible] field—[illegible] ther [illegible] by private [illegible] process

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COOPERATION [illegible] MENT [illegible] BY THE [illegible] O'BRIEN

(Mr. CHARLES [illegible] request of Mr. [illegible] permission to [illegible] point in the [illegible] transcript [illegible]

Mr. CHARLES [illegible] Speaker, it is my [illegible] of the House [illegible] and Civil [illegible] ORD an address by [illegible] rence F. O'Brien.

Mr. O'Brien, [illegible] Postmaster General, [illegible] certed effort [illegible] business community.

Mr. O'Brien [illegible] necessity for [illegible] Government and business [illegible] constructive growth [illegible] joyed. In his address [illegible] General emphasized [illegible] ernment has taken to [illegible] healthy by fully utilizing [illegible] our free enterprise [illegible]

Mr. Speaker, I [illegible] sideration of my [illegible] address before [illegible] les:

ADDRESS BY LAWRENCE F. O'BRIEN, POSTMASTER GENERAL, BEFORE THE [illegible] MORE HOTEL, [illegible] 1966

It is truly a pleasure and a privilege to participate in this [illegible] contributing [illegible] and understanding [illegible] day. I am well [illegible] footsteps of [illegible] officials and private citizens.

And also I am a long [illegible] day—a full [illegible] Massachusetts [illegible] ways feels at home [illegible] New England [illegible] dition and [illegible] communities [illegible] tegral part of the [illegible] of democratic government.

I point this out [illegible] torical fact, and [illegible] California has [illegible] Massachusetts [illegible] tention to city [illegible] most of you have [illegible] sensus man [illegible]

In my [illegible] eral, I've discovered [illegible] important [illegible] Post Office Department [illegible] certed effort [illegible] ness community [illegible] volume mailers [illegible] of the great bulk of [illegible]

The key [illegible] veloped with [illegible]

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On Being Negro in America
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Roosevelt Grady
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Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing

Tell Me, Doctor
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The Vanishing Adolescent
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Your Complete Home Medical Reference Book
Your Happiest Years

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Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
? Double Your Reading Speed
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Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
yes! Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges

New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
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Seashores
Shortcuts to Effective English
Silent World
Southwest
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30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
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20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

The Bantam Book of Correct Letter Writing
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The Millers and Willie B.; Butcher, Baker, Chef*
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1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

ck. for more of these.

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
no → America and Its Presidents
no → America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States

A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents → Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America
They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
7. Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventures of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

TEENAGERS, ADULTS-2

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds Are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher
Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis
Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books
Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life

Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

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The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
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Laugh with Larry*
Little Gray Mouse and the Train
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Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
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Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger

The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
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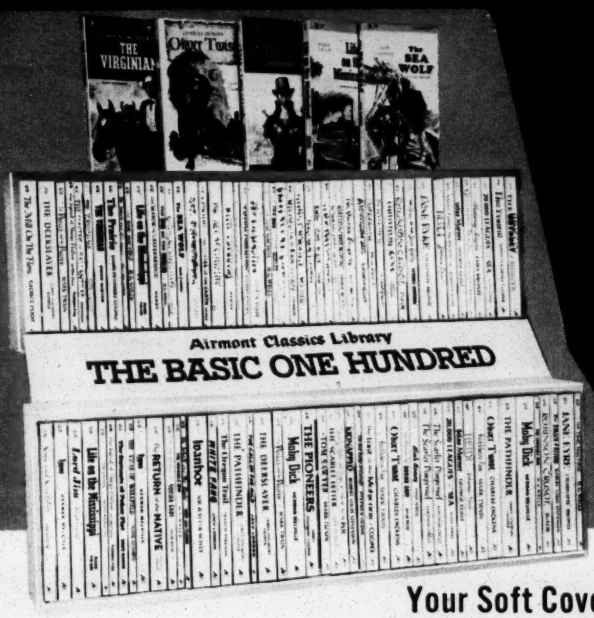
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin→Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures



Your Soft Cover Library

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THE AGE OF CHIVALRY — Thomas Bulfinch
THE AGE OF FABLE — Thomas Bulfinch
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LORD JIM — Joseph Conrad
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A TALE OF TWO CITIES — Charles Dickens
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THE VICAR OF WAKEFIELD — Oliver Goldsmith
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THE RETURN OF THE NATIVE — Thomas Hardy
TESS OF THE D'URBERVILLES — Thomas Hardy
THE OUTCASTS OF POKER FLAT — Bret Harte
THE HOUSE OF THE SEVEN GABLES — Nathaniel Hawthorne
THE SCARLET LETTER — Nathaniel Hawthorne
TWICE-TOLD TALES — Nathaniel Hawthorne
O. HENRY, THE FOUR MILLION AND OTHER STORIES — O. Henry
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GREEN MANSIONS — W. H. Hudson
THE LEGEND OF SLEEPY HOLLOW — Washington Irving
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THE STORY OF MY LIFE — Helen Keller
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KIM — Rudyard Kipling
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WHITE FANG — Jack London
EVANGELINE — Henry W. Longfellow
THE PRINCE — Niccolò Machiavelli
MOBY DICK — Herman Melville
TYPEE — Herman Melville
THE SCARLET PIMPERNEL — Baroness Orczy
THE OREGON TRAIL — Francis Parkman
EDGAR ALLEN POE, SELECTED STORIES AND POEMS — Edgar Allan Poe
MEN OF IRON — Howard Pyle
AESOP'S FAIRY TALES — Aesop
IVANHOE — Sir Walter Scott
AS YOU LIKE IT — William Shakespeare
JULIUS CAESAR — William Shakespeare
HAMLET — William Shakespeare
MACBETH — William Shakespeare
THE MERCHANT OF VENICE — William Shakespeare
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THE TEMPEST — William Shakespeare
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KIDNAPPED — Robert L. Stevenson
THE MASTER OF BALLANTRAE — Robert L. Stevenson
TREASURE ISLAND — Robert L. Stevenson
DRACULA — Bram Stoker
GULLIVER'S TRAVELS — Jonathan Swift
WALDEN-ESSAY ON CIVIL DISOBEDIENCE — Henry David Thoreau
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TOM SAWYER — Mark Twain
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MICHAEL STROGOFF — Jules Verne
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THE FOOD OF THE GODS — H. G. Wells
THE INVISIBLE MAN — H. G. Wells
THE TIME MACHINE — H. G. Wells
THE WAR OF THE WORLDS — H. G. Wells
LEAVES OF GRASS — Walt Whitman
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THE PICTURE OF DORIAN GRAY — Oscar Wilde
THE SWISS FAMILY ROBINSON — Johann Wyss

Louise Cole Govt

Georgia Politics

by
CHARLES POU

The States: United They Fell — And It Could Happen in Georgia

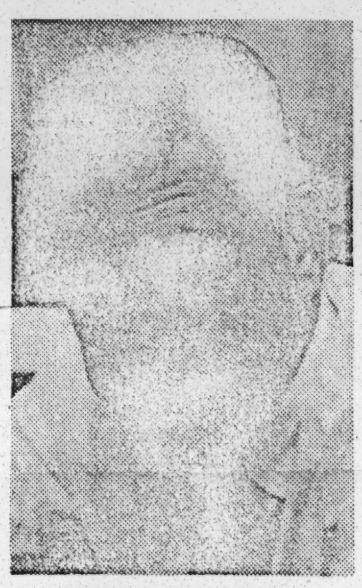
The skies are darkened by the clouds of chickens coming home to roost.—Winston Churchill, circa 1941.

Mississippi-born Frank Trippett, an associate editor of Newsweek magazine, has finely hewn irreverence which surely got some of its cutting edge in several years of covering Southern politics. Any way, he took it along when he first reported for duty several years ago in the New York City office of the magazine.

Fresh off the capital beat of the St. Petersburg Times (circulation 131,537) and entering a new field of journalism under a probation arrangement, Mr. Trippett was being shown around the place and ultimately came to the utlimate office of Newsweek editor Osborne Elliott. Mr. Elliott, a friendly man, is called "Oz."

Editor Elliott thrust a friendly hand to the new man, and said, " 'Oz' Elliott."

"Ah's Trippett," replied Trippett.



FRANK TRIPPET

THEY KEPT HIM, though, and now, after six years of watching politics, and especially state government doings, come swooshing in from all over the nation (he's on what the magazine calls the "Nation" desk) Mr. Trippett has taken it all and compressed findings and Trippett conclusions into a new book entitled:

" The States: United They Fell."

The writer insists he is not for doing away with the states, or trying to pump a life into them that never was, either, but he is merely reporting what goes on now in state government and how few have been the changes for the better in the last century or so.

What he takes dead aim on is state legislatures and what he calls their "true constituency," the big lobbyists, and as one reads along one finds oneself brought up short and saying to one's self: Why, this could happen right here in Georgia!

THUS THE Trippett book would be timely reading for Georgia citizens, since the 259-member Georgia General Assembly is now in session, and it would be smart for taxpayers

timber cutting, and it goes right on down the line, maybe including the railroad line. So all they're doing is looking after their "true constituency."

Some of the things Mr. Trippett reports are shocking. There was one legislature which once, under the influence of corrupt people, sold a huge, huge tract of state land to private interests. It was only an exceedingly high and rare wave of indignation from citizens which came along and washed this action off the law books.

HE CONCLUDES also that what goes on in the legislature seldom jibes with what is going on in real life. For example, he says that news reports on legislative handling of state money matters the last 20 years, right on across the nation, have been loaded with dire warnings of "fiscal crisis," need for "budget cuts," tales of near-bankruptcy and the like. Rest of the country, meanwhile,

to secure a copy.

"How is one to account for the peculiar characteristics of state legislatures?" the author asks. "Why do they leave so much undone while doing so much that seems hardly worth doing."

One reason, he says, is that citizens aren't interested and the reason they aren't interested is long ago they learned to expect no better from the solons.

This and several other observations of Trippett are certain to be sharply answered by some legislators, particularly by those who say "reapportionment" is changing things and even more and better changes are coming with additions of more city-based lawmakers. But the author comments only that he hopes they are right and he's not sure about that.

He contends that all along it has been the big interests—oh, utilities in most every state, special interests such as timber, citrus organizations in others — which really run the legislative show. Then, he points out, since these big interests are city-quartered and legislative leaders are nearly always from country counties, there really has never been this "city versus country" fight so many write about.

IN FACT, he says, the cities usually get a fairer shake, or what shake they get at all, from the rural boys. We were trying to think of some example of what he has in mind there. Fleetingly came the thought that this would be like some Atlanta legislators opposing rapid transit legislation, and country lawmakers, perhaps at the beckoning of their "true constituency," coming along to get rapid transit back on the track.

Mr. Trippett's book is full of some very fine anecdotes about antics of legislators and, the way he tells it, there is not a world of difference in the crazy things they do now and what they were doing in the early 1800s. They did seem to put more imagination and zest into 'em way back there, though.

He also touches a good bit on corruption among legislators and observes that many of them react with genuine deep shock when accused of being corrupt and not looking after the interests of the people. Inevitably, he writes, legislator - insurance men go on the insurance committees which write insurance laws, the truckers do the trucking, timber people write the measurement - standards for

has never had it so good.

Actually, he reports, state after state winds up with huge unspent sums of money each fiscal year, labeled "surplus funds" in most states. Again it is difficult to illustrate, but perhaps it would be like a Georgia General Assembly hollering we need to cut down on college spending when they're sitting on a surplus fund of $143 million.

Mr. Trippett is an old friend, it is difficult to be objective, and we hope this book brings him all sorts of fine things — like lots of money. But other early reviewers are rating "The States: United They Fell" as fine reading.

Reports Virginia Kirkus Services, Inc., a reviewer for the book trade:

"In crotchety, leisurely language, full of wit and ironically understated outrage, Mr. Trippett tells the scandalous story of state governments: their decline into indolent and insolvent decrepitude. . . ."

WE AGREE with how Virginia Kirkus says he wrote the thing, but will fault him in one area where he might have used his imagination more.

Just what would happen, for instance, if the ultimate in legislative control happened, and by some crazy, mixed-up fluke the legislators got to do this: Elect the governor of the state?

Wonder what would happen then, Mr. Trippett?

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Norman, Oklahoma

Library Books with a Human Relations Theme
for Junior High and Senior High Students

The following annotated bibliography consists of books that could help in the development of positive human relations concepts. The books have been evaluated by The Council on Human Relations, The Institute of Human Relations and the director of the curriculum library of a large school system in Oklahoma.

Ball, Dorothy W.
Hurrican: The Story of a Friendship
Bobbs-Merrill, 1964. $3.50
When danger and fear reduce Negro and white families to the same common denominator, Davey's grandfather begins to understand why color of skin has no bearing on Davey's affection for Luke and his mother.
Ages 10-12

Black, Algernon D.
The First Book of Ethics
New York. Franklin Watts, Inc. 1965. 66 pp. $2.65.
An important philosophic concept is simply detailed in this timely little volume which examines how men relate to each other and how society and its institutions can help mankind achieve peace, equality and a good life. Highly recommended. Ages 10-14

Borton De Trevino, Elizabeth
I, Juan de Pareja
New York. Farrar, Straus & Giroux, Inc. 1965. 80 pp. $3.75.
A moving story based on the life of Velasquez, the Spanish painter, and his Negro slave, another accomplished and respected artist. The friendship between the two talented painters foreshadows, in the words of the author, a relationship of equality that is the goal today. Ages 11-14

Chu, Daniel and Skinner, Elliott
A Glorious Age in Africa
New York. Zenith Books, Doubleday & Co., Inc. 1965. 120pp. $2.95.
Those who know little about the great history of Negro Africa will discover many interesting facts about important explorers, traders, scholars and leaders who feature in this continent's exciting past.
Ages 11-14

Colman, Hila
Classmates By Request
Morrow, 1964. $3.25
A small town in Pennsylvania is the setting for this story about a small group of white students who enroll in the Negro high school and initiate desegregation.
Ages 12-16.

De Leeuw, Adele
The Barred Road
New York. The Macmillan Co. 1964. 247 pp. $3.00
Sue is caught between her own natural friendliness toward people and her mother's prejudices. When Beth Varley, a Negro girl in school, moves nearby, Sue's struggles to maintain their friendship effect important changes in the attitudes of her school and community. Ages 11-15

Donovan, Frank
Mr. Lincoln's Proclamation
New York. Dodd, Mead & Co., Inc. 1964. 146 pp. $4.00
With civil rights a prominent issue on the country's agenda, this well-documented account of the events leading up to the signing of the Emancipation Proclamation is a useful resource. Ages 11-15

Golden, Harry
Mr. Kennedy and the Negroes
New York. The World Publishing Co. 1964. 319 pp. $4.95.
Although not written for young readers, this review of President Kennedy's civil-rights goals and his leadership in achieving them should make interesting reading for high-school students. Ages 12-16 and older.

Hentoff, Nat
Jazz Country
New York. Harper & Row. 1965. 146 pp. $2.95
A refreshing orginal story of a white middle-class high school boy, who is drawn to the world of jazz, peopled largely by Negro professionals. Struggling to be accepted by his new friends, he becomes aware of their problems as musicians and as Negroes, and they in turn help him solve the dilemma of his future career. Ages 12-15

Johnston, Johanna
Together in America--The Story of Two Races and One Nation
New York. Dodd, Mead & Co., Inc. 1965. 158 pp. $3.50.
Another well-documented book about Negro and white contributions to the development of America, somewhat uneven in its choice of material, but valuable in clarifying the interrelationships between the races throughout our history. Ages 10-14

McCarthy, Agnes and Reddick, Lawrence
Worth Fighting For
New York. Zenith Books, Doubleday & Co., Inc. 1965. 118 pp. $2.95.
One of the new Zenith Books series, concentrating on the history of minority groups in the United States and their contribution to the development of the country. The record of Negro achievements during the Civil War and the Reconstruction, and the setbacks which followed Rutherford B. Hayes election to the Presidency, have not been very frequently--or very accurately--discussed in the past. Highly recommended. Ages 11-14

Meltzer, Milton
In Their Own Words: A History of the American Negro, 1619-1865
New York. Thomas Y. Crowell Co. 1964. 195 pp. $4.95
An important compilation of contemporary letters, newspapers and diaries that tells the story of the American Negro from his arrival on these shores to the Emancipation Proclamation. Highly recommended for all libraries and schools. Ages 10-15.

Pauli, Hertha
Her Name Was Sojourner Truth
New York. Appleton-Century-Crofts. 1962. 256 pp. $4.95.
One of the least known heroines of the Negro liberation movement is the subject of this moving and informative biography about Sojourner Truth, a northern slave who became a leader of her people. Highly recommended. Ages 12 and older.

Petry, Ann
Tituba of Salem Village
New York. Thomas Y. Crowell Co. 1964. 254 pp. $3.75
The Salem witch trials mark a black page in American history and symbolize the extremes to which oppression and hysteria can lead. This engrossing account involves the Negro slave, Tituba, one of the first to be accused of witchcraft in that incredible episode. Ages 11-14

Robinson, Jackie and Duckett, Alfred
Breakthrough to the Big League: The Story of Jackie Robinson
Harper & Row, 1965. $3.95
The story of Jackie Robinson from his training with the Montreal Royals and Branch Rickey's singling him out for the Brooklyn Dodgers. He gives full, grateful credit to those who helped in his outstanding success as the first Negro player in major league baseball. Ages 11-14

Sprague, Gretchen
A Question of Harmony
New York. Dodd, Mead & Co., Inc. 1965. 271pp. $3.25.
A story about a group of high-school teen-agers with the usual problems of school and social life, who learn that one of their number has been refused service in a restaurant because he is a Negro. Their handling of this situation has its effect on the entire town. Ages 11-14

Sterling, Dorothy
Forever Free--The Story of the Emancipation Proclamation
New York. Doubleday & Co., Inc. 1963. 208 pp. $2.95.
This is a deeply moving review of America's treatment of her Negro citizens, utilizing diaries and other original sources of the 19th century. It should be required reading for all young people. Highly recommended. Ages 12-15

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University of Oklahoma
Norman, Oklahoma

Library Books with a Human Relations Theme
for Elementary Schools

The following annotated bibliography consists of books that help in the development of positive human relations concepts. The books have been evaluated by The Council on Human Relations, The Institute of Human Relations, and the director of the curriculum library of a large school system in Oklahoma.

Beim, Lorraine and Beim, Jerrold
*Two is a Team
Harcourt, Brace & World Inc., New York
Using pictures by Ernest Crichlow this book tells the story of a Negro boy and a white boy and their school associations.

Bonsall, Crosby
*The Case of the Cat's Meow
New York, Harper & Row. 1965. 64 pp. $1.95
This funny story for the younger readers describes the goings and comings of the smallest set in a neighborhood. Particularly noteworthy are the realistic drawings of a little Negro boy in the group. Ages 4-7

Bontemps, Arna
***Story of the Negro
New York. Alfred A. Knopf, Inc.
Negro history from Africa up to the 1900's.

Bulla, Clyde Robert
**Indian Hill
New York. Thomas Y. Crowell Co. 1963. 74pp. $3.00.
The story of a young American-Indian boy, which deals directly and honestly with the issue of the inevitable clash between traditional Indian ways and new city life that beckons the young people. Ages 7-9

Clark, Ann Nolan
**The Desert People
New York. The Viking Press, Inc. 1962. 59pp. $3.00
A young Indian of the Southwest writes in poetic free verse about his home, his family, his community, and the way of life and thought among his people. Beautiful illustrations. Ages 6-10

Colver, Anne
**Bread-and-Butter Indian
New York. Holt, Rinehart & Winston, Inc. 1964. 96 pp. $2.95.
A secret friendship between a small white girl and a young Indian girl helps save a Western Pennsylvania settlement from Indian attack. Well written and nicely illustrated. Ages 7-10

Dobler, Lavinia and Harper, Howard V.
***Customs and Holidays Around the World
New York. Fleet Publishing Corp. 1962. 186 pp. $4.50.
This well-documented compilation of holidays celebrated by people the world over, is a useful resource for children of all ages. Ages 8-11

Estes, Eleanor
**The Hundred Dresses
New York. Harcourt, Brace & Co.
Wanda Petronski claimed to have one hundred dresses. This story presents the reason for her claim and the plight of a child who needs psychological support.

Justus, May
**New Boy in School
New York. Hastings House. 1963. 56 pp. $2.95
Story of a Negro boy's adjustment to an all-white school in a Tennessee town. A gentle understanding book with a positive approach on an important subject.

Katzoff, Betty and Sy
*Cathy's First School
New York. Alfred A. Knopf, Inc. 1964. 42 pp. $2.95.
A picture book for the very youngest, this story of a single day in a modern nursery school is beautiful in its simplicity, its realism and its handling of the relationships among the children. Although the book makes no explicit point about race, the photos show Negro and white children working and playing together. Ages 3-5

Keats, Ezra Jack
**The Snowy Day
New York. The Viking Press, Inc. 1962. 32 pp. $3.00
Peter is a small boy filled with the wonders and excitement of the snow. A beautifully illustrated story of a child's explorations and his contentment with the ordinary things around him. The text makes no direct mention of the fact that Peter is a Negro child. Highly recommended. Ages 3-6

Keats, Ezra Jack
**John Henry--An American Legend
New York. Pantheon Books. 1965. 28 pp. $3.50.
A gentle book about a favorite folk hero, John Henry, the mighty American Negro who was born with a hammer in his hand and died after winning the battle with the machine. The drawings are exceptionally good. Ages 5-7

Keats, Ezra Jack
**Whistle for Willie
New York. The Viking Press, Inc. 1964. 33 pp. $3.50.
A follow-up to The Snowy Day with the same sensitive and delightful humor. Willie is a little boy who wants more than anything to learn to whistle. Again the fact that Willie is Negro is coincidental. Highly recommended. Ages 3-6

Krumgold, Joseph
**Onion John

The story of Andy Rusch, twelve, and European-born Onion John, the town's odd-job man. Andy tells of their wonderful friendship and how he, his father and Onion John are affected when the Rotary Club attempts to transform Onion John's way of life.

Lewis, Richard W.
**A Summer Adventure
New York. Harper & Row. 1962. 105 pp. $2.95.
A slow country story about a young Negro boy who fills his long summer days by acquiring a zoo. The boy's race is identified only through the illustrations. Ages 4-8

Lexau, Joan M.
**Benjie
New York. The Dial Press, Inc. 1964. 33 pp. $3.00.
A very human masterpiece about a shy little boy who ventures forth to find his grandmother's earrings and turns into a hero. The book has an urban setting and Benjie and his grandmother are dark-skinned. Highly recommended. Ages 5-8

McNeer, May
***The American Indian Story
New York. Farrar, Straus & Co. 1963. 95 pp. $4.25
The American Indian's history on the North American continent and his current efforts, along with other Americans, to achieve equality of opportunity. Ages 9-12

Nathan, Dorothy
***Women of Courage
New York. Random House. 1964. 177 pp. $1.95.
Susan B. Anthony, Jane Addams, Mary McLeod Bethune, Margaret Mead, and Amelia Earhart are among the "women of courage" whose pioneering efforts have opened doors to other men and women of all races and creeds. Ages 8-12

Peare, Catherine O.
***Mary McLeod Bethune
New York. Vanguard Press. 1955. 219pp.
A biography of the remarkable Negro woman, daughter of slaves, who worked for her education and founded Bethune-Cookmann College for Negroes in Florida.

Shapiro, Irwin
***Heroes in American Folklore
New York. Julian Messner, Inc. 1962. 256 pp. $4.95.
Some well-known folk figures come to life in these humorously told stories based on the legends of John Henry, Joe Magarac, Casey Jones and others. The subtle moral--the variety of people and nationalities that make up America-is well handled. Ages 9-11

Shotwell, Louisa R.
***Roosevelt Grady
Cleveland. The World Publishing Co. 1963. 151 pp. $2.95.
A poignant story about a Negro migrant family that follows the crops from state to state, while their 9-year-old son hopes for a "Promised Land" where the family can belong. Highly recommended. Ages 9-12

Wier, Esther
***The Loner
New York. David McKay Publishing Co.
Story of a migrant boy who has no name and thinks the only way to get along is to look out for himself. The story of how he finds a name, and learns to care for another person is very moving.

Yashima, Taro
**Youngest One
New York. The Viking Press, Inc. 1962. 33 pp. $2.75.
A sensitive story by a gifted writer and artist about a shy little Japanese-American boy, and how he makes a friend. Ages 3-6

Yates, Elizabeth
**Carolina's Courage
New York. E. P. Dutton & Co., Inc. 1964. 94 pp. $2.95
A gentle book about a New England family in the middle of the 19th century, pioneering to the Nebraska territory for a new home. The climax of the story is Carolina's encounter with an Indian girl and her friendly act which insures the family's safe passage westward. Ages 7-10

Yates, Elizabeth
***Amos Fortune, Free Man
New York. Aladdin Books. 1950.

*Younger Boys and Girls **Middle Group ***Older Boys and Girls

A DESCRIPTIVE LIST OF FILMS ON HUMAN RELATIONS WHICH CAN BE SECURED

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COMPLYING WITH THE CIVIL RIGHTS ACT

-- TITLE VI

The Civil Rights Act of 1964 is the longest stride we have made as a nation toward the goal of complete equality of opportunity for all the citizens of America. It is the culmination of a century of struggle by Americans -- Negroes and their white allies -- to eliminate from the lives of those who suffer discrimination the impediments that prevent the individual from enjoying the fruits of our society. These obstacles touch upon those areas that are essential to the well-being of any individual.

-- the right to vote, to participate as a full citizen of the nation

-- the right to equal employment opportunity

-- the right to an education

-- the right to live in decent and adequate housing

-- the right to equal access to public accommodations

-- the right to the security of one's own person; the right to privacy

Unfortunately, the picture of America has been blemished by the long and unhappy history of violation of these rights. Minority groups have too often been denied equal opportunity in employment, in access to housing. Children of minority groups have been shortchanged in their education. Public facilities and recreation services have often been denied to members of minority groups. The basic right of a Negro citizen to cast his ballot has too frequently been met by intimidation, threat, and violence.

These are the concerns embodied in the Civil Rights Act of 1964. This Act goes beyond any earlier legislation, in that it makes explicitly clear that national policy prohibits discrimination on the basis of race, color, religion or national origin. The Act embodies eleven titles:

Title I - Voting

Title II - Public Accommodations

Title III - Public Facilities

Title IV - Public Education

Title V - The Authority of the U.S. Commission on Civil Rights

Title VI - Federally Assisted Programs

Title VII - Equal Employment Opportunity

Title VIII - Authorization to conduct voting survey based on race, color, national origin of persons who registered and voted

Title IX - Authorization to the Attorney General to intervene in any Federal Court action on civil rights cases

Title X - Establishment of a Community Relations Service to provide assistance to individuals or communities requiring help with civil rights problems

Title XI - Miscellaneous

Includes the right to jury trial in criminal contempt cases arising out of all sections of the Act (except Title I which retains an earlier, limited jury trial).

We are here concerned with the implementation of the provisions in one important section of the Civil Rights Act - Title VI - that offers the citizen an opportunity to enlist in the crusade to fulfill the rights of all people.

I. WHAT IS TITLE VI?

Title VI of the Civil Rights Act of 1964 states that: "no person shall on the ground of race, color, or national origin, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title VI covers about 190 Federal programs in which financial assistance is granted to states or local institutions.

These are three kinds of grants in which Federal monies are involved:

1. Direct Federal expenditures -

These include the expenditures of the various Federal departments such as Agriculture, Commerce, Defense, etc., in addition to grants under the Economic Opportunity Act and other such programs.

2. Federal-state grants -

In these Federal aid is received but is administered by the state, and may also have state funds added to it. An example of this is the money for school systems throughout the country.

3. Unseen Federal aid -

In these the programs and the institutions may be run by state, city or county governments, but receive monies for programs in these institutions. For example, research grants, grants to welfare and hospital departments, grants for the construction of highways and airports.

II. THE PURPOSE OF TITLE VI

Federal spending is for the benefit of all, but this intent is defeated when all citizens who are entitled to benefits provided by federal money do not have equal access to them. Title VI is designed to insure this equality in the access to Federal funds. Its purpose is to facilitate cooperation in implementing the Civil Rights Act of 1964, and is based on the tradition of interaction between the Federal government and state agencies in administering Federal funds. The emphasis is on helping local and state agencies to make adjustments voluntarily and smoothly. However, where there is evidence of intent not to comply with the Civil Rights Act of 1964, Title VI may apply sanctions: the withholding of federal funds.

III. HOW TITLE VI WORKS

1. In order to receive a federal grant, a state or local agency must submit a statement of assurance or compliance, which is a legal agreement indicating that the agency will immediately begin administering the funds to be received in such a way as to insure equal access to them, and will not discriminate against recipients on the basis of color, race, or national origin.

2. Once the compliance statement is filed and the grant is allocated, the procedures call for regular reports from the state and local agency to the Federal departments, showing the extent of compliance. Agents from the Federal departments will make visits, called in the regulations "compliance reviews", which will confirm the extent of compliance on the part of the local or state agency.

3. If, in spite of these safeguards, there still appears to be an act or pattern of discrimination under a program, a complaint may be filed. The complaint may be submitted by an agrieved person, or by an individual observer, or by an organization that has undertaken to assist in implementing the provisions in the Civil Rights Act. Such organizations may be local human relations commissions, private civic groups, fraternal organizations and others.

IV. HOW CAN A PRIVATE CITIZEN OR VOLUNTARY ORGANIZATION HELP?

Insuring compliance and enforcement of the regulations may be complicated matters. Segregation and discrimination are deep-rooted and far reaching. Patterns of behavior are not easily changed, and when they are, surveillance is necessary to insure continuance of the new pattern. The federal departments which grant funds face a staggering task in the compliance review required, both in the number of such visits and the length of time necessary to complete. The private citizen and the voluntary agency can be of enormous assistance in filling this gap and maintaining a check on the way in which federal monies are being expended. Also, the degree of success of the implementation of the provisions in the Civil Rights Act is in direct relationship to the Act's wide acceptance by citizens through-

out the country. The interested citizen plays a different part than does the government agent. A private citizen or a voluntary agency can help by:

A. Determining whether the agency in question is covered by Title VI.

B. Checking for compliance in the covered agency.

C. Filing a complaint where indicated.

A. Criteria for Agency Coverage Under Title VI

In general, the institutions receiving benefits under Title VI come under the following categories:

1. Construction Projects such as airports, college facilities, dams, government buildings, highways, urban renewal projects.

2. Public and Private Institutions for the operation and maintenance of projects at colleges, health centers, hospitals, mental institutions, schools, defense installations.

3. Government Services such as agricultural extension programs, apprenticeship and manpower training, research grants, rural electrification, economic opportunity programs (anti-poverty), student loans, graduate fellows.

In determining whether the local service or program in question is covered by Title VI, you may want to ask the following:

1. Does it receive federal grants?

2. Has it received donations of federal equipment?

3. Does federal personnel work on the project?

4. Is the program conducted in a building or on property provided by federal funds?

5. Does the agency benefit from proceeds of the federal lands or property?

6. Is the program a part of any other program or institution receiving federal assistance?

If the answer to any of these questions is "yes" the agency or program is covered by Title VI. (The loan, grant, or renewal of a grant must have been received after the first of 1965.)

B. Checking for Compliance

The regulations under Title VI of the Civil Rights Act makes it clear that there are no compromises with the goal of complete equality in all aspects of programs financed in part or completely with federal funds. The regulations are specific in the kinds of discrimination

on race, color, or national origin which are not to occur. The following are the types of discrimination:

1. Persons are denied services, financial aid, or other benefits.

2. Persons given federal benefits that are different from what others receive, or are granted in a different manner.

3. Persons are segregated in receiving benefits, or subjected to separate treatment.

4. Persons are restricted in the full enjoyment of federal benefits, while others are not (example: use of a lounge or waiting room or library by minority individuals only at certain hours).

5. Persons subjected to different criteria for admission, environment, eligibility, membership in services or agencies.

6. Persons denied equal opportunity to provide their services or property to the federally assisted activity, or are offered the opportunity in a different manner.

7. Persons denied equal opportunity to act as contractors or sub-contractors in a federally assisted project.

8. Persons are subjected to discrimination by criteria or methods of administration that accomplish indirectly what is prohibited directly.

The intent is clear: there is to be no discrimination either in the services given, or in the manner in which they are rendered. Administrative procedures, use of facilities, recruitment of personnel are all to be handled in a way that provides equal access to those eligible to benefit.

The regulations are also clear that information on the extent of compliance is to be made available to "participants, beneficiaries, and other interested persons." You are entitled to ask relevant questions. Refusal to answer your questions, evasive or uncooperative responses on the part of the agency spokesman is valid reason for filing a complaint.

C. Filing A Complaint

The complaint procedure enables citizens to start the process that could end in the cutting of federal funds to the offending agency, but which preferably would result in an end to the discriminatory act.

1. The complaint must be filed within 90 days from the date of the alleged discrimination (an extension of time can be secured from the Agency or the Secretary).

2. The complaint must be in writing, but need follow no special form. It should tell simply of the act being complained about, where it happened, when, who is alleged to have committed the discrimination, against whom it was directed. It should be signed

3. The complaint should be sent to the chief officer of the federal department or agency administering the program: for example, the Secretary of the Department of Commerce, Health, Education and Welfare, Labor; or to the Director of the agency, such as the Office of Economic Opportunity, National Science Foundation, etc. When in doubt as to where to send it, write to: the U. S. Commission on Civil Rights, 1701 Pennsylvania Avenue, N.W., Washington, D. C. 20425.

Prepared by the American Jewish Committee for the Leadership Development Institute of the National Council of Women, December 8-10, 1965

PROMOTING PEACEFUL COMMUNITY RELATIONS

-- TURNING TALK INTO ACTION

"Some Southern white folks tell us that we're all right as long as we know our place," commented a Virginia Negro a few years ago. "But they're all mixed up. In a train they tell us to go to the front. In a bus, to the rear. On a steamboat, down below. And in the movies, up in the gallery. Will the white folks please make up their minds, what is our place?"

Then came the bus boycotts, the lunch counter sit-ins, the Freedom Rides and the voter registration marches. Even though they led to the passage of the Civil Rights Bill of 1964 and the Voting Rights Bill of 1965, protests still continue. A Southern segregationist asked Morris Abram, Georgia-born lawyer who led the legal attack that overturned Georgia's discriminatory county-unit voting system, "When will all this Negro marching and protesting end?" "The Negro will march," Abram replied, "until he can walk with his head erect; he will sit in until he is no longer sat upon. He will lie in until he can sit down in any place intended for public use. And he will pray in until his prayers are answered."

The Negro is on the march, in the North as well as in the South, to secure dignity and equal rights. And a great many white Americans are happy to join in that quest for equality, feeling that segregation and discrimination hurts everybody -- not just its immediate victim.

One might think, then, that it would be the simplest thing in the world to organize a human relations commission in your community -- or if one already exists, to strengthen it. But life is rarely that simple. Sometimes, hate is able to take over a community.

WHEN HATE TAKES OVER

In Montgomery, Alabama, some years ago, certain white citizens wanted to obey the Supreme Court decision on school desegregation. The White Citizens Councils acted promptly. It published a half-page ad in the local papers declaring that:

"No white person should participate in any consultations directed towards 'working out' the 'school situation' with any person of either race who is promoting integration in any way... Any person who violates these standards will, in our sober opinion, be adjudged and marked by the people of these communities to be an enemy of the white people and a traitor to the heritage and cause of white people."

The ad made clear that if any whites failed to actively support total segregation, "an aroused and informed public will make it unprofitable and uncomfortable for any (such) person to remain in our community."

How did such ostracism work? Montgomery had a "Fellowship of the Concerned," an interreligious, interracial group set up by leading church women. At the end of one meeting, the women were followed by a group of men who took flash pictures and noted the license

numbers of their cars.

Soon afterwards, anonymous telephone calls started -- every five minutes, all night long. Vile and obscene insults were hurled. This went on for weeks. Then a weekly segregationist sheet published the names, license numbers, telephone numbers and the husband's businesses. The calls redoubled in intensity and boycotts of business spread. There had been some carelessness in taking down license numbers; soon ads appeared in the local press saying: "We are segregationists, we were not at the meeting, we have nothing to do with such things...etc." People were so frightened, reported a letter from Alabama to The New Republic, that husbands hesitated to defend their wives, churches hesitated to defend their members, and close friends dissociated themselves from friends.

Since then, Montgomery has been plagued with boycotts, demonstrations, an unfavorable economic climate and continued hostility and suspicion among its citizenry. Attempts to create dialogue between the Negro and white communities have failed. No human relations commission exists. Hate and fear still reign supreme.

A DIFFERENT PATTERN

In Huntsville, Alabama, events seemed to be going the same way. Although most citizens there were proud that their city is helping develop the rocket power to send American astronauts into orbit and to place the United States on the moon. Negro residents argued: "Before we get a man on the moon 180,000 miles away, let's get a Negro child in school right across the street from the arsenal." For months, there were sit-ins by high school and college students, aided by Negro businessmen and professionals, at lunch counters. A civil rights worker was doused with mustard gas and chased out of town. Outraged Negro ministers urged their parishioners to wear overalls and rags to church Easter Sunday "just like Jesus Christ" to dramatize the plight of Alabama Negroes. Civil rights groups picketed the New York and Chicago stock exchanges with signs saying "Don't Invest in Huntsville, Ala. -- It's Bad Business."

But then events took a different turn. Instead of following the Montgomery pattern, the mayor set up a biracial committee, which included space wizard Wernher von Braun. Action soon followed. Today the city's lunch counters, public parks, auditoriums, bus station and taxicabs have been integrated. Negroes attend integrated public schools and the local campus of the University of Alabama. As one bi-racial committee member, J. E. Harris, Atlanta Life Insurance district manager, put it: "The businessmen downtown realize that Alabama cannot survive segegated."

Huntsville is still no paradise. Problems still remain. But there is communication between Negroes and whites and a mechanism exists to work out answers.

PROBLEMS GALORE

Other communities, both North and South, can profit from the negative experiences of Montgomery and the positive ones of Huntsville. Following the 1954 Supreme Court decision on school segrega-

tion, many municipal human relations or bi-racial committees were created in the South. In many communities this marked the first democratic channel of communication across racial lines. When the wave of sit-ins and demonstrations at lunch counters, bus depots and other places of public accomodation occurred, many more communities set up local commissions to attempt to avoid public disturbances and economic disruptions.

At the same time the problems of de facto school segregation, employment discrimination and segregated housing began to receive increased attention in the North.

The fundamental responsibility of a city to promote law and order and provide for the equal demonstration of justice underlines other problems which confront city governments. Local human relations commissions are helping city governments and their citizens to deal realistically with all of these problems. As the United States Conference of Mayors heard in 1963: "The racial demonstrations and tensions of the past several months have origins in very fundamental social and economic problems which confront virtually every American city... The continuing growth of the suburbs into new political identity has left many central cities with housing, transportation, and financial problems that in many cases approach crisis proportions. They have also left the central cities of the North with a racial composition of a drastically new character. For example, in the past decade, the Negro populations of Syracuse, Rochester, New Haven, San Diego and Fort Wayne all have doubled. The Negro population of Milwaukee has tripled. Today, one of every four citizens in the cities of Philadelphia and Detroit is Negro."

The late President John F. Kennedy called for the formation of city human relations commissions to deal with racial and religious discrimination, and hundreds of cities have responded to that call.

WHY AN OFFICIAL COMMISSION?

Commissions may take many forms. In some cases, unofficial interracial committees are set up with only informal approval of city fathers. Such groups may be helpful in tackling a community's human relations problems, but it is far more valuable to organize official human relations commissions under local ordinances.

Establishing a municipal human relations agency sets an official tone - a public policy - signifying that the community is concerned about and committed to peaceful, rational methods of resolving differences among its citizens. The commission members may speak out with authority and can tackle in a forthright manner issues that otherwise might lead to community dissension and racial turmoil. Having such an official body enables the city to benefit from the race relations experience of other cities which have had successes with a human relations commission.

Planning for many years into the future is now one of the most important activities of municipal government. Modern cities have comprehensive long range plans covering anticipated population growth, housing needs, rising school enrollment, expressways and other aspects of city life. A city human relations agency provides the machinery whereby its citizens, white and black, have an equal

opportunity to share in planning their city's future.

A human relations commission alone cannot insure peace and stability. It is not a cure-all and should not be employed to squelch demonstrations or to frustrate the aspirations of those seeking fair treatment. However, such bodies can provide machinery to deal with demonstrations when they take place, and to interpret to the community the conditions which give rise to protest demonstrations.

PURPOSES OF A HUMAN RELATIONS COMMISSION

- To foster mutual understanding and respect among all racial, religious and ethnic groups in the community.
- To encourage equality of opportunity for, and prevent discrimination against any racial, religious, or ethnic group or its members.
- To cooperate with governmental and non-governmental agencies and organizations having similar purposes.
- To investigate the causes of any intergroup tensions which may arise and to seek ways to relieve or eradicate such disharmonies.
- To be alert to any discrimination against any individual, in educational opportunity, employment, housing, or other areas.
- To attempt to persuade those responsible for discrimination to act in accordance with the Civil Rights Act, and state and local anti-discrimination statutes.
- To plan and execute educational programs designed to bring about the maximum degree of understanding and cooperation among all the groups which make up the community.

After Mayor Richard C. Lee of New Haven heard a plea by President Kennedy to the U. S. Conference of Mayors in 1963, he immediately set up a human rights committee which conducted hearings and investigations. The committee finding that the city's minority groups, including 25,000 Negroes, were frequently discriminated against, suggested the establishment of a seven-member permanent Equal Opportunities Commission with injunctive power. In May 1964, the city aldermen passed an ordinance setting up the commission with such power. As a result, a number of cases have been handled in which companies have broadened their pools of applicants to promote employment opportunities for minority groups. The commission is also developing programs aimed at obtaining voluntary action on the part of landlords and tenants to make their buildings more habitable and to assist integration processes in housing.

An alert human relations commission should seek out the intergroup relations problems of the community and provide leadership to deal with them before they become more difficult to solve. In New Haven, Connecticut, for instance, the city's Equal Opportunities

Commission conceives its role as having two broad functions:

A. To develop and implement positive programs which promote equality of opportunity in every aspect of life.

B. To handle grievances and complaints of individuals in instances of alleged discrimination. These can be most meaningful in the fields of housing and employment.

And, as Executive Director Richard Belford stresses: "in dealing with complaints our emphasis and whole approach is confer, consolidate, persuade. But in the background we always have enforcement power."

In many communities with local ordinances banning discrimination in public accommodations, employment and housing it is the Commission on Human Relations that is charged with their enforcement. Its powers should at least be as broad as the 1964 Civil Rights Act and prevailing state law.

Human relations agencies should also include educational programs to reach the decision makers and the opinion molders of the community. These may include a speakers bureau which will provide speakers for civic, education, fraternal and religious groups. Contact must be made with the newspapers, the radio stations and television channels. Special programs should be developed for school assemblies and parent-teacher groups.

COMMISSION MEMBERS

For a human relations commission to be successful, its membership should reflect a cross-section of the community -- religious groups, civic groups, civil rights organizations, labor unions, business groups and ethnic bodies. It is wise to sound out leaders of those groups before selecting commission members, but of course the persons selected serve as individuals rather than official representatives of particular groups. Only those who are committed to the objectives of equal opportunity should be selected for the commission. It is also important that members be persons of respect and influence in the community. Special attention needs to be given to the selection of minority group members of such committees. Choosing Negro members on the basis of their acceptability to the white community is a waste of time, in fact, harmful. Negroes appointed to human relations commissions should be widely respected by and have a following among Negro residents in the community.

While it is important for a commission to maintain direct contact even with extreme militants, this does not mean that such militants should be appointed to the commission. Such an appointment might even compromise a militant's standing with his followers. Nevertheless, it is imperative that the commission maintain constant contact and close relationship with such leaders for they often indicate the areas of difficulty which the commission is likely to encounter.

STAFF - BUDGET

Experience over the years demonstrate that those city commissions which have professional staff accomplish a great deal more than

those operating only with volunteers. Obviously, there will be wide variation in the amount of financial support whidh a city can provide for a human relations body. Wherever possible a budget for staff should be included and careful attention given to staff qualifications. This is particularly true where a commission has only one trained intergroup professional. He should have experience in the fields of community relations and community organizations and be a college graduate, preferably with a master's degree in the social sciences or social work. If he is also a good public speaker, an effective writer, and resourceful in dealing with others, you have a plum.

The number of officers and the methods of their selection is usually indicated in the legislation or executive order creating the commission. Most commissions have a small executive committee and some include a large advisory committee. Many local committees have found the creation of special committees useful to extend the lines of communication and increase the effectiveness of the organization. In Louisville, Kentucky, the Commission created 11 committees. Included were separate committees dealing with education, employment, housing and public accommodations. Four separate committees included professional consultants in the areas of program, legal, news media and research. Another three committees worked to build community support and included religious groups, institutions and agencies, and civic organizations. This system proved especially useful in building community support for passage of a city ordinance giving the commission added powers and enlarging its entire program.

ARE ENFORCEMENT LAWS NEEDED?

Some people suggest that if you have human relations commissions, only education and persuasion -- but never law -- should be used to bring about fair treatment for all persons. Milton R. Konvitz, noted civil rights law professor, points out: "The choice is not between law as a means and education as a means; for the law is itself a teaching device and education is itself an enforcing device. The disagreements are only superficially over the means. The real disagreements are over the ends -- the inclusion of the Negro race in the community of citizens and in the communion of human beings. But in this instance, ends and means are inextricably intertwined..."

A good human relations commission is a leader in its community, not a mere follower. It must educate its community to an awareness of the need for equal opportunity and the desire to achieve these goals and objectives.

Prepared by the American Jewish Committee for the Leadership Development Institute of the National Council of Women, December 8-10, 1965.

THE POLICE AND RACE RELATIONS

The greatest problem in the cities today, says Charles Silberman, author of Crisis in Black and White, is "the explosive growth" of their Negro populations -- "between 1950 and 1960, the 12 largest U.S. cities lost over two million white residents; they gained nearly two million Negro residents." Added Silberman:

"When city officials talk about spreading slums, they are talking in the main about physical deterioration of the areas inhabited by Negroes. And when they talk about juvenile delinquency, or the burden of welfare payments, or any of a long list of city problems, officials are talking principally about the problems of Negro adjustment to city life. For the large city is not absorbing and 'urbanizing' its new Negro residents rapidly enough; its slums are no longer acting as the incubator of a new middle class."

IS CRIME A RACE PROBLEM?

Is crime in the big cities, then, a race problem? Emphatically not. George Edwards, Judge, U.S. Court of Appeals, Sixth Circuit, who formerly served as Police Commissioner in Detroit, Mich., tells us:

"Crime is a problem which is produced by human degradation. If you subject any portion of a population, regardless of its national origin or color, to conditions of poverty, lack of education, lack of culture, lack of employment opportunities, that portion of the population will, in relatively short order, begin to produce a higher than average percentage of delinquents and criminals.

"If it is true, and it is, that in most of our big cities a higher percentage of recorded crimes are committed by Negro citizens than by whites, it also is true that statistically a far higher percentage of Negro citizens reside in slums; they constitute a far higher percentage of employees with the lowest paid jobs; a far higher percentage of the unemployed; a far higher percentage of school dropouts; and a far higher percentage of people who have know degradation, poverty and discrimination through the past 300 years.

"Just as it is true that it is easy to police the better sections of the white occupied portions of any city, so it is also far easier to police the better sections which are occupied by Negro residents. We have a neighborhood in Detroit in which for 40 years Negro businessmen, lawyers, doctors, workers in the factory with long seniority have bought land and built homes and reared their youngsters. Conant Gardens is known as one of the quietest neighborhoods in one of the quietest precincts in the entire city of Detroit.

"The notion that crime is a race problem is a totally false one (but) wherever there has been discrimination, wherever there has been impoverishment, wherever there has been denial of rights, automatically we have built-in problems in relation to social order."

EQUAL LAW ENFORCEMENT

Hostility between the Negro communities of our big cities and their police departments is the major problem which law enforcement

deals with in this decade. Every recent race riot has had such hositility as a major cause. The Negro citizen sees the police officer in blue coat, with white face, as the representative of the white man's law who for nearly 300 years enforced the laws -- first of slavery and next of legally sanctioned segregation. Similarly, police officers have grown up in a tradition where part of their historic function assigned by the community has been "keeping the Negro in his place." Many present-day police officers, notes Judge Edwards, customarily use the hated term "Nigger" in talking about (and sometimes to) Negro citizens. Many white police officers, who live in neighborhoods occupied by whites where the crime rate is relatively low, work daily in core area precincts where they are constantly in contact with crime committed by Negroes. This makes them erroneously tend to identify Negroes with crime and whites with peace and order - and thus contribute to the hostility problem, which even affects thoroughly unbiased police officers.

At the same time, police frequently feel that they are unjustly criticized. New York City's former Police Commissioner, Michael J. Murphy, spoke for many when he complained recently: "Why are the police regarded in some quarters as enemies and aggressors rather than friends and protectors? Why does the wave of sympathy automatically engulf the criminal rather than the policeman?... Why, for example, in a demonstration aimed at protesting slum conditions, does the attack suddenly switch from the slumlord to the policeman?... Why are we equated with some other police forces in the civil rights struggle, when our methods and successful handling of such problems has been in such healthy contrast?... The police officer, too, belongs to a minority group -- a highly visible minority group -- and is also subject to stereotyping and mass attack. Yet he, like every member of every minority, is entitled to be judged as an individual and on the basis of his individual acts, and not as a group."

Prof. L. C. Gould of Yale University argues that crime statistics are loaded against Negroes. "A group of Negro youths standing on a street corner in Watts are loitering," he said, "but a group of white boys are just passing the time of day. A Negro women caught shoplifting in Watts is arrested and booked. A Beverly Hills white woman in the same embarrassing predicament is often treated differently. Her husband is called and he takes care of it."

"Even rioting and looting are classless crimes," Prof. Gould said. He cited Pacific and Atlantic Coast beach riots in which middle-class white youths were almost the only culprits.

The police systems in Philadelphia and New York City are using Prof. Marvin E. Wolfgang's pamphlet, "Crime and Race: Conceptions and Misconceptions," for in-service training among administrative and supervisory personnel, in addition to making it required reading for all new police recruits and injecting its contents into the regular police training program. Similar activity in other cities can be helpful in creating positive police attitudes toward cooperative relations between police and the Negro community.

As Detroit Police Commissioner in 1962 and 1963, Judge Edwards formulated a program for the Police Department. It read:

"We seek: (1) More law enforcement and more vigorous law enforcement. (2) Equal protection of the law for all law-abiding citizens; equal enforcement of the law against all violators. (3) The support of law abiding citizens for law enforcement."

IMPLEMENTING THE PROGRAM

To implement that simple and seemingly elementary program is not easy. In Detroit, this statement of principles was posted at each precinct station over the desk, to be read by both the men on the force and the public, and the following check list was used:

1) Direct staff investigation of all civilian complaints. If investigations of complaints are made by officers in the same police division or command as the men accused, this is utterly wasted and a total loss.

2) End "alley court" -- the name police officers use when they are talking about roughing up suspects. Signs in the precinct stations spell out a person's right to make a phone call when he is arrested.

3) Identify police who exhibit anti-minority prejudices and behavior and transfer them to non-critical jobs.

4) Try to ban "trigger words" in police action, such as "boy" to adult Negro males - a term strongly resented as insulting by Negro men. Other such words resented by various minority groups include: Nigger, Coon, Spic, Wop, Kike, Sheeny.

5) Aim for politeness in the giving of traffic tickets. This helped to cut the number of complaints about the issuance of tickets from 4% of the total tickets written to 1/50th of 1%. Minority groups frequently feel that traffic tickets are given in discriminatory fashion to harass them.

6) End investigative arrests. (In 1961, in Washington, the Commissioners found that in 26% of the felony cases in the District of Columbia, men were arrested for investigation -- that is, on less grounds than would constitute a reason to hold them for a charge. Of those men, only 5% were ever charged with a crime. Some 17 out of 18 were released back into the community to be picked up again. The Commissioners ruled against that, and there are no more arrests for investigation, at least labelled as such. The notion of probable cause for arrest which is written into our law is only meaningful if it is applied across the board to those thousands of arrests that do occur.)

7) Increase law enforcement in high-crime precincts. As more crimes are committed by Negroes in the core areas of our cities, so more of the victims are Negroes than is true in relation to the whites. A Detroit precinct heavily populated with Negroes showed that 78% of the identified assault offenders were Negro, while 76% of their victims were Negro likewise. In

Dallas, a 1963 study of homicides indicates that where 68% of the homicide suspects were Negro, 69% of the victims were Negro. It is no wonder then that, in a survey completed just before the 1964 riots in Harlem and Brooklyn, a broad cross-section of New York's Negroes volunteered the opinion that more, rather than fewer, policemen were needed to cope with the high crime rate in their neighborhoods.

8) Make certain that equal opportunity exists for all in police recruitment, assignment and promotions.

9) Ban the use of police dogs in core area police work. A dog companion for a single patrolman on a lonely beat may be useful. The same dog at a racial demonstration is a symbol of race hatred.

10) Integrate police teams -- particularly make certain of the integration of details employed at racial demonstrations and the careful selection and integration of "ready forces" employed to respond to street conflicts.

11) Seek more police officers and better pay for police officers.

12) Judge Edwards has now added a call for a nationally-financed plan for development of police training schools and a National Police Training College, with the prestige of West Point, to provide coordinated police training, including the relation of police conduct to the Bill of Rights.

An interesting experiement has just been conducted in Detroit, where the city's Commission on Community Relations, the Police Department and the Total Action Against Poverty Program combined to develop a five week course, attended by 1,800 Detroit policemen. The course covered eight difficult situations faced by policemen which most frequently produce aggravated police-community relations. The $200,000 program was financed with 90% federal funds through the Office of Economic Opportunity, and 10% local funds.

Could not similar courses be developed in your community?

It has also been suggested that consideration be given to methods of riot control which would prevent fatalities. One proposal has been for police to be armed with guns that shoot non-lethal darts, such as those used to capture rather than kill animals, rather than explosive bullets. Another has been that off-duty and out-of-uniform police should not carry weapons.

CIVILIAN REVIEW BOARDS

The civil rights movement throughout the nation, supported by many civic groups, has been urging the establishment of civilian review boards to study citizen charges of police brutality. Currently, only Philadelphia, Pa. and Rochester, N.Y. have such boards. While they have not served as panaceas for all police-community relations (in fact, both cities were among the many experiencing riots in 1964), they have acted as safety valves. Review boards can give the minority community a psychological feeling of involvement in

correcting abuses. They can be meaningful only if they are accompanied by the comprehensive proposals outlined above.

Police officers generally have opposed the creation of civilian police review boards on the grounds that they would undermine police authority. While civic groups are divided on the issue, extremist organizations like the John Birch Society have seized on opposition to such boards as a means of infiltrating into police forces. The Birchites indicated what their slogan, "Support Your Local Police," means when they issued a circular praising the police of Birmingham, Ala., who used police dogs against children, for a "superb job of maintaining law and order in the midst of a hot situation." Police, who often feel misunderstood by the community, sometimes tend to identify with Birchite propaganda. This is a danger that all police forces must guard against, lest police fall into the hands of a fanatical minority out to harass all civil rights and democratic civic groups, and promote civic turmoil.

CITIZEN SUPPORT

But the effort to involve citizen support for law enforcement is basic in a democratic society. Without it the police effort can degenerate into what many Negroes consider "an occupation army" attitude. With citizen support, the police are the community's right arm in fighting the evils which make city living difficult. Can this be secured from the Negro community? In Detroit, this summer, 200 Negro teen-age boys worked as police aides in a move to recruit more Negro officers and promote cooperation between Negroes and the police force. In the same city in 1963, reported then-Police Commissioner Edwards:

"In Precinct 10, our most difficult precinct, we had a community relations meeting that was supposed to be a regular quarterly meeting but it wasn't a very ordinary affair. There were 450 citizens (90% of them Negro) seated in the police garage... They stayed there for three hours to talk in detail with the precinct inspector and the officers in the precinct about law enforcement in the precinct. During the course of this three-hour meeting, there was not one complaint about discrimination or brutality.

"What they were asking for was more enforcement in their particular block or neighborhood, rather than wanting to have the police removed. They were telling us where stills were, or where blind pigs (liquor sold illegally) were operating, or who was pushing people around in their neighborhood. This is the kind of information which makes the law enforcement job so much easier. We gave out ten department citations for dramatic assistance to the police on the street. For instance, two gunmen had gone into a bar, held it up. Three of the Negro citizens who were at that meeting, when the gunmen left with the swag, went out the door after them, chased them, caught them, and held them until the police got there. We don't recommend that, but we do encourage having people tell us when they see things going on. Most of the other nine citations were given to people who had done that.

"The sort of communication that was represented by that Precinct 10 meeting, magnified a thousandfold, is the essence of demo-

cratic participation in law enforcement."

Does this situation exist between your Police Department and its minority group communities?

If not, what can you do to help create that healthy dialogue?

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THE ANATOMY OF PREJUDICE

A famous cartoon by Peter Arno shows a drunk at a bar, belligerently proclaiming to the other assembled barflies:

"I hate <u>everybody</u>, regardless of race, religion or national origin."

Unfortunately, it's not just a gag. Social scientists have discovered that prejudice is a package deal -- that people who tend to hate one group usually hate many others as well. The distinguished and authoritative five-volume STUDIES IN PREJUDICE, sponsored by the American Jewish Committee and published in 1950-51 by Harper & Brothers, brought together the results of years of painstaking research by psychiatrists, psychologists, social and political scientists, offering an impressive body of evidence on the origins and nature of the prejudiced personality.

Several thousand men and women participated in these research studies. They came from every walk of life and different income brackets. There were teachers, housewives, servicemen, and veterans just released from army duty. There were university students, business executives, laborers, and white-collar workers. To discern possible relationships between prejudice and mental disturbance, more than a hundred patients from mental institutions were included in the study. To explore links between anti-social attitudes of some criminals and specific attitudes of prejudice, over a hundred inmates from San Quentin Prison were also studied. Because of the scientists' special interest in anti-Semitism and anti-Negro prejudice, however, all participants were white, and either Protestant or Catholic.

The scientists started out with attitude questionnaires resembling the familiar opinion polls, then followed these with private interviews conducted by trained psychologists. Finally, they used a series of psychological tests in which an individual unwittingly "gives himself away." None of these techniques was new, of course, but this was the first time they were used jointly in the study of individual character.

When all the results were assembled from questionnaires, interviews and special tests, the evidence appeared indisputable: by the sum of their responses, prejudiced individuals proclaimed their boundless fear. Whether banker, student, housewife or laborer, prisoner or mental patient, the prejudiced presented a monotonously oppressive self portrait; they were struggling incessantly against long odds and "touch breaks," experiencing innumerable defeats -- all because of events they could not possibly prevent, or because of people who were out deliberately to do them harm.

Their prejudices were never isolated attitudes. They were but an extension of their entire philosophy of life. For such people, prejudice towards others satisfies certain basic emotional needs -- it becomes a socially acceptable outlet for feelings of inadequacy that they cannot resolve in any other way. It is easier to blame someone else, to attribute objectionable traits to other people, even when this is done unconsciously, than to face up to one's own inadequacies or fears of losing a position.

This mechanism has widespread manifestations. "My home or my neighborhood will be superior if I do not permit another group whom I consider inferior to move in. My school has more status, or the people of my sorority are superior, if I exclude people who are not like myself." Sometimes, in order to buttress this need to feel superior, the prejudiced individual may resort to stereotyping -- attributing traits to a whole group. This relieves her of the necessity of looking at people as individuals and maintains her belief that all "those" are inferiors.

Western whites are so accustomed to the notion of the "superiority" of the white race, that it may come as a shock to learn how often the tables are turned in the folklore and prejudices of other races. According to the Eskimos, the Great Being tried his hand at man-making two times. His first attempt was a failure and resulted in an inferior creature called kob-lu-na or "white man." Profiting from this unsuccessful trial run, he then created a perfect man called in-nu, who of course was ancestor to the Eskimos. The Chippewa Indians, similarly, had a standard expression for describing foolish behavior -- "as stupid as a white man." A Moorish scholar in 11th century Spain wrote: "Races north of the Pyrenees are of cold temperament and never reach maturity; they are of great stature and of a white color. But they lack all sharpness of wit and penetration of intellect."

It is cold comfort to know that other civilizations have been afflicted with prejudice as we are today. After all, man has taken giant strides forward in the physical sciences. Our degree of mastery over energy, matter and inanimate nature is increasing at a rate unbelievable a few short years ago. Medical science has reduced physical suffering and increased life expectancy. Research and new techniques continue to accelerate this process. In contrast, are we to continue in the Stone Age in dealing with human relations?

Basic attitudes are formed early in life. In countless ways fears experienced at the age of four may be seen shaping the thoughts and guiding the acts of the forty-year-old. By and large, the prejudiced are emotionally insecure, however well-disguised on the surface. From their earliest beginnings, they became intimate with fear, not love. Even though they boasted that their parents were "ideal," the childhood they recalled was usually shrill with resentment. Their sisters or brothers were preferred by the parents, though the prejudiced person recalled himself as by far the most amiable of them all. At school he was diligent or keen, but the teacher bullied or ignored him. Though he knew and admired many nice girls, youths less noble and worthy than he always won them. Now that he was adult, the prejudiced person was anxious to align himself with the strong and to punish the weak. Only by inflicting cruelties upon others could he wipe out the memory of cruelties once unjustly inflicted upon him.

Persons low in prejudice had different memories of childhood. They exuded joy, confidence, warmth and security. They recognized that all humans are fallible, and even their parents' imperfections only seemed to make their parents more human. They remembered discipline imposed in their childhood, but with sympathy not far off. The rules were principles and guides for future action rather than punishments for past acts.

Why do so many Americans fear integration, asks the noted author Lillian Smith. Racial integration means simply the removal of barriers between racial groups. We remove these barriers (a) by accepting all people as human beings, regardless of color; (b) by changing whatever restrictions are now imposed in the name of color.

This removal of barriers obviously makes sense in a modern world. Then why do so many people cling to the old prejudiced, segregated way? The most deep-rooted answer is that they were taught so in their early childhood. They learned it in their muscles and minds by rigid training -- as a ballet dancer learns technique. They learned where to go, where to sit, what to say, what to do -- and learned it daily. As their muscles were learning, they also learned the language of segregation and prejudice at school, in church, in some homes, on the street, by reading newspapers, and listening to political demagogues. Prejudice becomes deeply ingrained and automatic.

If one sees certain people who live only in parts of town with the most dilapidated housing, one is more likely to accept this as the way things ought to be. Those who are most like himself are the good, the moral, the diligent. The others are the bad, the immoral, the lazy. Other "clear-cut" distinctions become important: Christians must be distinguished from Jews, Protestants from Catholics, white from colored, native born from foreign born. Such persons are also given to making sweeping generalizations:

"All politicians are corrupt..."

"All businessmen are out to make a fast buck..."

"All unions are rackets..."

"All Jews are greedy..."

"All Negroes are untrustworthy..."

One of the prejudiced person's most insistent needs is the impulse to conform. Prevailing evils are his favorite subjects. He speaks incessantly of violence and disaster, crime and punishment. He talks of being "realistic," another way of saying that human nature being what it is, only through authoritarian power can order be established.

Countless studies of pre-school youngsters, both colored and white, have revealed that, given comparable health and environmental situations, the children prove equal in intelligence. It has been demonstrated that children's intelligence quotients (I.Q.s) can be changed depending upon the environment and the school in which the children function. A series of investigations disclosed that Negro children coming from the South to the North -- from relatively poor schools to relatively good ones -- showed very definite improvement in their I.Q.s after they had lived a number of years in the superior environment. The sum up, all research to date has failed to demonstrate to the satisfaction of any scientists that there are inborn psychological characteristics we use in racial classification.

When the highly prejudiced and those low in prejudice talk about the Negro, they do not differ greatly in their description of his present condition. But their explanations for it differ sharply. Those low in prejudice see the Negro's condition as the effect of long-standing discrimination. The prejudiced, on the other hand, see only "conclusive" proof of inferiority.

Sometimes, we try to counter prejudiced persons by citing geniuses from minority groups. We say, "Look at Einstein. (Or Carver or Toscanini.) Of course Jews (or Negroes, or Italians) must be all right."

What a minority group wants, suggests Libby Benedict in The Saturday Review, is not the right to have geniuses but the right to have fools and scoundrels -- without being condemned as a group. How many of us are there who do not, at once, identify the origin of a culprit by his name or mention of his color, and mentally connect him and his ethnic group? If a trade union leader is a crook, how many view him as presenting all labor?

Yet does the same connection hold for groups with more status in the community? If a banker steals a million dollars, does that reflect badly on every banker? Does the three-century American origin of a forger cast doubt on the integrity of every Mayflower descendant?

The law of averages gives any group a certain percentage of good and bad characters. The right to have scientists and artists -- benefactors of society -- applies almost equally to all groups. These people are thought of as individuals, not as representatives of a group. But when wrongdoers belong to a minority group their number is magnified in the minds of other people. What we need to do is recognize the right of minority groups to have a natural number of low-down rotters among them.

What can we do to reduce prejudice in our communities? First of all, we must undertake a frank self-appraisal. How do I really feel about people of a different religion or skin color? Am I prejudiced? Do I resort to the use of stereotypes? What do I know, factually, about race? About the practice of other religions? Do I tend to attach labels, good or bad, to certain ethnic groups? What's wrong if I do? Do I know something of the history, sociology, and development of minority groups in America?

We also need to explore the relationship between attitude and behavior. A code of behavior may not always change an attitude, but setting the standard of behavior can be of enormous importance in helping people relate to each other. A person who feels uneasy with people of other races or religions or who may have hostile feelings toward them may be relieved to know that his teacher or the leader of his group can understand the feeling without condoning or sharing it, and that he will be accepted by the leader and the group if his behavior is acceptable. He can then feel free to look at his feelings more honestly and he can be helped to explore the distorted beliefs he holds.

Experience shows us that when a code of behavior has been es-

tablished and maintained, attitudes consonant with this behavior begin to develop. The influence of legislation prohibiting discrimination on the basis of race, religion or national origin is more far-reaching than it might appear at first glance. In most of the prejudice expressed toward Negroes, for example, the belief in their inferiority is pivotal. But with new and unprecedented opportunities, new and unprecedented achievements have been recorded by Negroes and people of other minority groups. "Innate" and "inborn" shortcomings have a remarkable way of disappearing almost as quickly as the prejudice and discrimination against them.

How else can we help change attitudes?

* A person's attitude can be influenced when he feels a strong sense of belonging to the group. Identifying with the groups may be a more effective way to influence another to a different point of view than efforts of an individual.

* A permissive climate and a nonauthoritarian leadership are generally more effective in changing attitudes than in situations in which the leader directs the actions, makes the decisions, and the members merely follow.

* Greater progress is more often achieved in small group situations than in large mass activities.

* A member of the group who enjoys acceptance and prestige can influence change to a greater extent than one lacking such qualities.

* A shared activity and common goal are essential to attitude change. Working toward a common goal is more effective in furthering intergroup understanding than the mere discussion of prejudice, religion or race.

* Consideration and respect for others cannot be learned or taught like the multiplication table. Respect for the individual can hardly be taught effectively in a school that practices segregation or employs no teachers from minority groups. Moreover, few teachers yet realize the connection between prejudice and personality development. They must learn to investigate the cause of, rather than punish, persistent inattention, misbehavior, and failure to learn.

* In many classrooms throughout the country, the problem as well as the contributions of minority groups are being realistically discussed. In some communities textbooks and readers have been scanned and, where necessary, retired or revised because of hostile or stereotyped references to one or more minority groups.

A realistic attack upon prejudice must call forth a thousand attacks upon it. We must perceive the difference between checking the need to hate in the very young and tempering the established prejudices of those already grown; between modifying individual attitudes and modifying the general atmosphere; between changing a person's <u>feelings</u> and changing only his <u>actions</u>.

If we would keep the young free of prejudice, Selma Hirsh reminds us in Fear and Prejudice, we must remember how insistent is their need for love as well as for guidance.

To blunt the edges of prejudice in those who are no longer children, we must distinguish between what is flexible and what is fixed in the attitudes of adults. For while we are all faithful in some degree to our earliest teachings, few of us remain unaffected by the influence around us today. Some people assume the prevailing antipathies because they are too timid to disclaim them; others because they are afraid to face up to their real troubles. Some of the timid, for example, would shed their prejudices swiftly the moment they observed that almost everyone else was dispensing with theirs. Some of the practical would relinquish their prejudices the moment they were convinced that they had more to gain than to lose by doing so. Some of the intensely hostile may never give up their prejudice, although even they could probably be frightened into silencing them.

Knowing the differences in the origins and the consequences of prejudice, we cannot expect ringing appeals to brotherhood to move those who have nothing but hatred for their brothers. Brotherhood must begin with selfhood, and one who is busy belittling himself or fleeing from himself can hardly be expected to hear or to heed his brothers' cries for help.

Respect -- not tolerance -- must be our goal if we would diminish prejudice in our time.

The issue is not who is to tolerate whom, but the grounds on which men should be required to respect one another. Where there is to be respect there can be no commitment in advance -- either to hate or to love. There can be only a commitment to consider each man on the basis of his own merits and his individual qualities. There can be only one promise: to respect all who deserve respect, regardless of race, creed or national origin; to permit the same opportunities to all who qualify and to insist that the qualifications required be the same for everyone regardless of race, creed or national origin.

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THE POOR AMONG US - CHALLENGE AND OPPORTUNITY

The current national interest in the problems of poverty has cast light on the fact, previously obscured, that millions of disadvantaged American families, even though living in a society of affluence, are isolated from the benefits of that society.

It is estimated that one-fifth of American families exist in a condition of appalling deprivation that falls far short of the minimum standards required for a decent life. They include the old, the young, Negroes and other ethnic minorities, migratory workers, the unemployed, and the underemployed. They live in cities and on farms. They are denied the opportunities for work, decent housing, good education and medical care.

There is a widespread but mistaken assumption that the removal of legal barriers will result in the automatic integration of Negroes, Puerto Ricans, other Spanish-Americans and other ethnic minorities into all aspects of American life. Yet the very decade which has witnessed decline of legal Jim Crow has also seen the rise of de facto segregation in our most fundamental socio-economic institutions.

More Negroes are unemployed today than in 1954, and the rate of Negro unemployment has risen far faster than the white rate. Also, the median income of Negroes dropped from 57 per cent of whites in 1954 to 54 per cent of whites today. A higher percentage of Negro workers is now concentrated in jobs vulnerable to automation than was the case ten years ago.

More Negroes attend de facto segregated schools today than when the Supreme Court handed down its famous decision. While school integration proceeds at a snail's pace in the South, the number of Northern schools with an excessive proportion of minority youth rises rapidly.

Behind this picture is the continuing growth of racially segregated slums, spreading over our central cities and trapping Negro youth in a milieu which, whatever its legal definition, sows unimaginable demoralization and despair.

Failure to eliminate the burdens of poverty, which fall heaviest on Negroes and members of other minority groups, will continue to give rise to social unrest, intergroup and community tensions, and even to race riots.

The persistence of poverty has created its own abortive culture, so pervasive that millions of Americans feel alienated from the rest of society and denied participation in our democratic system. Even more tragic is the fact that this condition of grinding deprivation is perpetuated in families from one generation to the next, imprisoning the young in a web of hopelessness from which they see no escape.

Why can't the poor today rise the way the immigrant poor of the late nineteenth and early twentieth centuries did? The earlier immigrant entered an economically expanding society. Even though school

dropouts then were double the rate today, it was possible in those days to start at the bottom, as an unskilled or semi-skilled worker, and move up the ladder, acquiring new skills along the way. Today, our technological revolution is altering the fundamental structure of the labor force, destroying unskilled and semi-skilled jobs -- in which Negroes and other minorities are disproportionately concentrated.

We live in a society where, as Secretary of Labor Willard Wirtz puts it, machines have the equivalent of a high school diploma. Yet the average educational attainment of American Negroes is 8.2 years. With these facts, we can begin to assess the significance of entrapment, the factor of "generational poverty," with which anti-poverty programs must deal.

America has progressed considerably in eliminating signs on factory gates, "No Negroes Need Apply." But where these are replaced with "No Help Wanted," Negroes and other minorities experience a particularly acute sense of frustration, for what they see is a confirmation of their entrapment. This is why we must promote full as well as fair employment, housing and education.

As citizens of conscience we are anxious to join in the massive effort to liberate millions of American families from their tragic plight. To the extent that we relieve these burdens of poverty we are helping advance the thrust to secure equality of opportunity and eliminate discrimination. We need, therefore, to lend our efforts to clarify local community needs and secure public support in a community-wide action program to eliminate the disabilities created by poverty. Our goal is not merely elimination of legal barriers to equality, but full attainment of first-class status in American life.

The Economic Opportunity Act of 1964 declares in ringing terms: "It is, therefore, the policy of the United States to eliminate the paradox of poverty in the midst of plenty in this Nation by opening to everyone the opportunity for education and training, the opportunity to work, and the opportunity to live in decency and dignity. It is the purpose of this Act to strengthen, supplement and coordinate efforts in furtherance of that policy."

The Economic Opportunity Act of 1964 provides the following:

Title I -- Youth Programs

A. Job Corps -- Seeks to increase the employability of youths in the 16 through 21-year age bracket through education, vocational training, and work experience. Two types of programs are planned: conservation camps providing useful work and basic education; and residential training centers providing basic education and job training programs to increase a youth's chances of employment.

B. Work-Training Program -- Offers opportunity to "earn and learn." Federal assistance will be granted to state and local governments or to non-profit agencies to pay part of the costs of part-time or full-time employment for young men and women to enable them to resume or continue their education or to increase their employability.

C. Work Study Program -- To assist more young people from low income families who need work to continue their studies at higher education institutions. Arrangements would be made with the school to pay part of the costs of the employment (up to 90 per cent during the first two years and 75 per cent thereafter) which would be limited to 15 hours a week for a student.

Title II - Community Action Programs

The federal government will encourage and financially aid community programs to combat poverty. Federal grants will go to "community action organizations" or other public or private non-profit organizations for programs providing assistance for low-income families in such areas as employment, job training and counseling, health, vocational rehabilitation, housing, home management and welfare. No general aid to elementary or secondary education in any school or school system.

Title III - Rural Poverty

Special program to combat poverty in rural areas -- authorizes grants up to $1,500 to low-income rural families where such grants are likely to effect a permanent increase to the income of such families, and loans up to $2,500 to finance non-agricultural income producing enterprises for the same purpose.

Title IV -- Employment and Investment Incentives

A. Long-Term Unemployed -- Loans for investments which will em- hard-core unemployed or members of low-income families. These investments may be outside of designated surplus labor areas, if they are part of a community action plan.

B. Small Business Loans -- Loans to small businesses not in excess of $15,000 on more liberal terms than the regular loan provisions of the Small Business Administration.

Title V - Family Unity Through Jobs

Experimental, pilot or demonstration projects to be set up that would lead to state programs providing work experience or training for unemployed fathers and other members of needy families with children.

Title VI -- Administration and Coordination

Establishment of Office of Economic Opportunity to administer and coordinate overall program, specific sections of which are to be administered by other departments and agencies. Volunteers in Service to America (VISTA) will be recruited to be assigned to work in meeting the health and education needs of Indians, migratory workers and in non-profit mental health facilities.

Private organizations and individuals and the poor who are to be aided can have very important roles in carrying out the programs of the Economic Opportunity Act of 1964.

PROPOSED COMMUNITY PROGRAMS

1. Self-Education

Because the facts of poverty are only dimly understood by large numbers of Americans who have had little or no direct contact with problems of the poor, women's organizations can profitably develop discussion forums and other educational programs on poverty. Appropriate educational materials are available from:

Office of Economic Opportunity
Washington 25, D. C.

National Council of Jewish Women
1 West 47th Street
New York, New York

National Council of Catholic Women
1312 Massachusetts Avenue, N. W.
Washington 5, D. C.

United Church Women
475 Riverside Drive
New York, N.Y. 10027

National Board
Young Women's Christian Association
600 Lexington Avenue
New York, New York

2. Education and Action Programs

a. A Citizens Crusade Against Poverty, 2027 Massachusetts Avenue, N. W., Washington, D. C. 20036, has been created as a national coalition including spokesmen of labor, business, religious, womens, civil rights, ethnic and racial minority groups. Your organization might explore the possibility of joining the National Citizens Crusade Against Poverty and developing similar joint activity with local counterparts.

b. You and your members can participate in the following:

1) Tutorial centers and tutorial programs to help deprived youngsters. (Check with your local school systems.)

2) Nursery and kindergarten pre-school programs for underprivileged children to help promote their reading and learning readiness.

3) Service on advisory committees of VISTA (Volunteers In Service To America).

4) Stimulating and guiding youth from underprivileged areas in establishing and running their own agency to find jobs and the youngsters to fill them.

5) Finding jobs for young people among the membership of your own organization -- in home or business (lawn work, simple home chores, chauffering, messenger service, office procedures).

6) Assure that the community action boards administering the anti-poverty programs are truly representative and include an adequate representation of the poor.

7) Teenage community volunteers program. Provide guidance to teenage groups drawn from high schools in ghetto and non-ghetto areas, to find useful volunteer community service roles and a corps of youngsters to handle these assignments. Such opportunities might be found with local health institutions such as hospitals and nursing homes, the police force, private agencies, schools, libraries.

8) Recreational and athletically-oriented organizations might organize athletic teams, leagues and carnivals in one or more sports for deprived area youngsters.

9) Creative arts training programs in drama, music, art -- culminating in performances, concerts, exhibits, etc.

10) Sponsoring neighborhood clean-up and fix-up programs.

11) Teen travelers program -- to combine industrial plant visits and discussions with recreational outings.

12) An information service to residents of deprived areas informing them how to participate in the anti-poverty program. (Consult with local director of anti-poverty program or Urban League).

13) Explore possibilities for the expansion of housing opportunities under FHA or state or local housing acts. (In Washington, D. C., Jewish, Catholic and Protestant groups jointly sponosred a non-profit corporation for the rehabilitation of slum housing under FHA section 221 D3 Housing Act 1961).

14) Have business women join Merit Employment Councils to promote job preparation training programs and job integration.

15) Help organize local Councils on Equal Business Opportunity in communities where Small Business Development Centers exist to give loans to Negroes and other small businessmen. Have business women serve as volunteer business counselors to loan recipients, participate in management training programs, and help develop business and job opportunities.

3. Long-Range Economic Problems

a. The level of current public assistance grants (welfare, aid to dependent children, etc.) is currently far below the figures set by the Federal Government as necessary for adequate family maintenance. Your organization may want to consider action to raise that level.

b. You may want to consider support for measures to raise federal, state and local minimum wage laws; increase the amount and duration of unemployment insurance benefits; and increase social security benefits.

c. During the next few years, according to the United States Department of Labor, the work force will grow at the rate of about a million people a year. Pointing out that jobs in the private sector of our economy have increased only at the rate of 175,000 a year for the last five years, Labor Secretary Willard Wirtz has asked: "How are we going to take care of a work force that is expanding at the rate of a million a year?" Your organization may want to consider support for a bill such as Senator Clark's full employment bill, which provides that when unemployment rises above 3%, the President is to send to Congress proposals for a public works program and other measures to reduce unemployment to the 3% level.

Naturally, not all women's organizations or individual women leaders will want to work on all of the suggested projects. Projects should be selected and adapted on the basis of your own interests, talents and resources. Whichever ones you select will be definite steps toward achieving our goal of equality in fact for all Americans.

Prepared by the American Jewish Committee for the Leadership Development Institute of the National Council of Women, December 8-10, 1965.

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REPORT

of the

NOTRE DAME CONFERENCE ON FEDERAL CIVIL RIGHTS LEGISLATION AND ADMINISTRATION

February 17-20, 1966

Note: This is an advance copy of the Conference Report. Formal publication will occur in The Notre Dame Lawyer for June 1966.

This is the report of the third Notre Dame Conference on Civil Rights Legislation and Administration, held at the Law School February 17-20, 1966.

In order to permit discussion in some depth, the conference limited itself to consideration of three topics--housing, employment, and administration of the federal civil rights effort. The background papers in these three areas were prepared, respectively, by Robert J. Harris, John G. Feild, and Carl A. Auerbach.

The conferees were guided once again by the working premise, laid down by Dean Joseph O'Meara at the 1963 conference, that recommendations should not be limited by anyone's judgment of their political feasibility, but should be proposed and considered on their substantive merits.

This report undertakes to summarize those conclusions and recommendations on which there was general agreement. Although the areas of agreement were impressively large, it should not necessarily be assumed that every conferee would subscribe unqualifiedly to every statement in the report.

The conferees participated as individuals, not as representatives of their organizations. They included, in addition to Dean O'Meara, Paul Anthony, Southern Regional Council; Arnold Aronson, Leadership Conference on Civil Rights; Carl Auerbach, University of Minnesota Law School; Berl Bernhard, Attorney, Washington, D. C.; Wiley Branton, U. S. Department of Justice (observer); Thomas Broden, Jr., Notre Dame Law School; Leslie Dunbar, The Field Foundation; Vernon Eagle, The New World Foundation; John Feild, U. S. Conference of Mayors; Harold Fleming, The Potomac Institute; G. W. Foster, Jr., University of Wisconsin Law School; Eli Ginzberg, Conservation of Human Resources, Columbia University; Robert Harris, University of Michigan Law School; Vivian Henderson, Clark College, Atlanta, Ga.; Frank Horne, New York City Housing and Redevelopment Board; William Lewers, C.S.C., Notre Dame Law School; Melvin Mister, U. S. Conference of Mayors; George Nesbitt, Low Income Housing Demonstrations, Department of Housing and Urban Development (observer); John de J. Pemberton, American Civil Liberties Union; Daniel Pollitt, University of North Carolina Law School; John Silard, Attorney, Washington, D. C.; William Taylor, U. S. Commission on Civil Rights (observer).

This conference, like its predecessors, was benefited by the opportunity to discuss its concerns with President Theodore Hesburgh, and by the warm hospitality of the Notre Dame campus.

INTRODUCTION

This conference on federal civil rights legislation and administration was the third held since 1960 at the Notre Dame Law School. It followed by almost exactly three years the second conference, and it involved most of the same participants. The continuity between these two meetings made all the more striking the contrasts between prevailing perceptions of the civil rights crisis then and now. The differences are symbolized by the Birmingham upheaval of 1963 and the Watts riot of 1965. In terms of both community conditions and federal priorities, the conferees recognized these distinctions:

1. In contrast to the situation in 1963, legal remedies now exist for most of the traditional forms of rank discrimination practiced under color of law or official action in the South. The Civil Rights Act of 1964 and the Voting Rights Act of 1965 provided a more nearly complete set of tools for this purpose than one might have hoped at the beginning of 1963. To be sure, there are gaps--notably in the areas of personal security and administration of justice generally. The need for legislation in these areas has been fully recognized by the civil rights movement and by the Administration; presumably Congress will act to meet this need in some significant measure in its current session.

2. Congressional action has shifted most federal civil rights priorities from legislation to administrative implementation. Passage of civil rights laws has generated expectations that are still far short of fulfillment. Persistence of this wide gap between law and achievement presents a serious danger of disillusionment as to the effectiveness--and, worse, the good faith--of the national government. (Title VI of the 1964 Civil Rights Act, in particular, has thus far yielded results that are in meager contrast to the vast power of the federal purse that its sweeping language promised to invoke.) Accordingly, the 1966 conference addressed itself to some of the basic questions of administrative policy and coordination that underlie these problems.

3. The frontier of American civil rights aspirations has advanced from the legal guarantee of "nondiscrimination" to equal opportunity as a social and economic reality. As President Johnson said in his memorable speech at Howard University in June of 1965: "This is the next and more profound stage of the battle for civil rights. We seek not just freedom but opportunity--not just legal equity but human ability--not just equality as a right and a theory, but equality as a fact and as a result."

Awareness of this imperative permeated the discussions of the Notre Dame conference. There was constant recognition that federal civil rights guarantees could not be considered in isolation from each other or from the substantive federal programs that so largely determine the quality of American life. Open school enrollment means nothing to the family that is confined to the ghetto; open occupancy housing means nothing to the man whom job discrimination denies the means to acquire it; equal job opportunity means nothing to the individual who has been deprived of the necessary

education and training to qualify for it. Similarly, equal job opportunity is an empty promise unless enough jobs of the right kind are available for those who need them; prohibitions against discrimination in housing are a sham in the absence of an adequate supply of decent and desegregated housing for low- and moderate-income families; the right to equal education is a cruel hoax in an under-financed school system that practices poverty at the expense of the impoverished.

Civil rights, in this "next and more profound stage", cannot be sealed in neat compartments. The huge programs of federal assistance and subsidy must be re-examined and re-directed to meet the needs of our most deprived citizens--and they must be animated by affirmative efforts to combat discrimination and segregation. In short, the achievement of equal opportunity requires that both real opportunity and really equal access to it be simultaneously provided. The conclusions and recommendations of the conference, summarized below, are directed toward such a two-fold federal approach in the areas of housing, employment, and administrative organization.

I. THE FEDERAL ROLE IN EQUAL HOUSING OPPORTUNITY

Since the Notre Dame Conference of 1963, there have been ghetto revolts in Harlem, Bedford-Stuyvesant, Dixmoor, Rochester, West-Side Chicago, North Philadelphia, Jersey City, Elizabeth, Paterson, and Watts, Los Angeles. And in the same period, what had been the Housing and Home Finance Agency, a congeries of constituent agencies, has been transformed into a Cabinet level Department of Housing and Urban Development. A rising sense of urgency about housing segregation has come on the scene together with the federal department that can effect the first real measures for desegregation.

Accomplishments under the 1962 Executive Order on equal opportunity in housing have been feeble and few. Title VI of the Civil Rights Act of 1964, which requires nondiscrimination in housing assisted by federal loans and grants, has produced little desegregation. If anything, the past few years have seen an acceleration of the nationwide trend toward racial and economic segregation, especially in the larger urban areas.

The ineffectiveness of federal action in this field can be explained, in part, by the limited coverage of the Executive Order and by the narrow interpretation and enforcement of Title VI. But the basic difficulty lies deeper. "Nondiscrimination" alone, however vigorously enforced, will not undo the cumulative effects of segregation practiced consciously and unremittingly for decades by the housing and real estate industries, and until recently massively supported by the federal government. The forces that produced the vast, squalid ghettos of the American city have achieved a dynamic of their own; left undisturbed, the ghettos will not only persist but will eventually occupy entire central cities. They can be eliminated only by governmental and private counter-forces at least as powerful as those which created them.

This is not to say that anti-discrimination laws and programs are without value. They represent an official commitment to equal treatment in housing that is, at the very least, an important educational and standard-setting influence. Moreover, they do open all-white residential areas to those Negroes who have the means, the initiative, and the determination to seek the judicial or administrative remedies typically provided. But such individuals are at present only a small minority of Negro Americans. The majority are low- and moderate-income families who have neither the means, the self-confidence, nor the sophistication to use the tools of law to break down the invisible barriers that surround the ghetto. Anti-discrimination measures can be important as a first step, but they will yield only token results until the economics of the low-income housing market are changed and suburban cities cease to exclude low-income residents.

Questions may be raised about the degree to which existing population distribution reflects the preference of Negroes themselves. Relatively little is known about reported Negro reluctance to live in predominantly white neighborhoods. Attitude polls have indicated that many low-income Negroes see a neighborhood with a substantial number of Negroes as more

desirable than one with few Negroes or none. And there have been many well-intentioned white groups whose efforts to help Negroes move to white suburbia have foundered on their inability to find very many Negroes interested in such a move under the group's auspices.

It is hard to separate the strands that go into this failure to look for housing in predominantly white areas. The self-segregation of some members of white ethnic minorities--Jews, Italians, Poles--suggests that there may well be a strand of attraction to one's own ethnic countrymen and the common institutions of the subculture--churches, lodges, stores. For groups that are either first or second generation immigrants to the metropolitan area, it is hard to venture far from the part of the city that served as port of entry unless the group is relatively affluent; for one thing, to go beyond the public transportation lines requires owning a car--or two. For Negroes who have been more successful, the call of the suburbs may be muted by the availability of good used housing at bargain prices at the ghetto's fringe--housing abandoned by whites as they fled the expanding ghetto's advance. And overall there are the expectations, often exaggerated, of white hostility and rejection, both during the house-hunting process and after moving in.

It is also hard to know how much weight to give the fact that the brokers and rental agents solicit Negro business for housing in neighborhoods that already have some Negroes, but steer Negroes away from neighborhoods that are still all-white. The fact that Negroes have applied in large numbers for public housing and Mitchell-Lama (subsidized middle-income) housing in New York City suggests that there is an interest in integrated living where the housing offered is at a bargain price, where there is solid reason to believe Negro applicants are genuinely welcomed by the developer, and where the whites who live in the development came there knowing they were going to have Negro neighbors.

In any case, it is not the intent of our proposal that Negroes and other minority group members be compelled against their wishes to live in desegregated areas. As matters now stand, most Negro families have no real option as to the residential area they will occupy. These proposals are meant to increase, not diminish, the choices available to them. Accordingly, the word "desegregation" in our discussion, and in this report was understood to mean the elimination of racial and economic practices that confine certain groups to restricted areas of residence.

We recognized that neither the time available nor the range of specialized knowledge among most of the conferees would permit the development of a complete blueprint for the re-direction of the many federal programs affecting housing patterns. We did feel, however, that it was within the scope and competence of the conference to address ourselves to the basic goals that federal housing policy should pursue, and to identify some of the programs that can contribute to achievement of those goals.

Recommended Goals of Federal Housing Policy

1. The sine qua non of meaningful progress in housing is a federal policy commitment to the goal of residential desegregation and the operation of all pertinent federal programs so as to further this objective. No such policy now exists. In this field, as in most others, the federal commitment goes no further than non-discrimination. The Administration's Demonstration Cities Bill, now pending in Congress, declares one of the goals of that program to be the countering of segregation by race and income. But even if enacted and vigorously implemented, this provision will apply only to limited areas of blight in a limited number of central cities. What is needed is a comprehensive policy comprehensively administered by the Executive Branch.

2. The suburban areas must be opened to low- and moderate-income Negroes. The sickness of our larger cities, of which the crowded Negro slums are symptomatic, cannot be cured by remedies that stop at jurisdictional lines of the metropolitan area. Planning for desegregation across such lines will not come quickly or easily; it will not come at all in most places in the reasonably near future unless the leverage of federal assistance is used to bring it about.

3. The supply of standard low-income housing--located and marketed in such a way as to make desegregation possible--must be increased. Monumental as this task may seem, it must be remembered that federal assistance enabled the housing industry to create the sprawling, all-white suburbs that are the corollaries to the ghetto. Given the necessary political will, it is possible for federal policy to alter what it has helped create.

4. Measures to increase the housing purchasing power of low-income families must be substantially augmented. Existing federal programs--such as public housing, FHA 221 (d) 3 housing built with below-market interest loans, rent supplements, and other devices as well--need to be applied on a larger and more imaginative scale. These, in turn, must be linked to social development programs that will enable those without skill to obtain training and employment, those too old or too young to work to be supported in dignity, and those otherwise outside the economy to receive services and maintenance that will afford them a measure of self-respect.

5. Finally, the substantive federal housing programs should be buttressed and supplemented by an effective program to detect, correct, and when necessary punish discriminatory practices in the housing market. Depending on the circumstances, a variety of sanctions may be used, including the power to cut off federal financial benefits, administrative penalties, cease-and-desist orders, and private civil litigation for injunctive relief and recovery of compensatory sums.

Metropolitan Area Planning

To achieve significant racial deconcentration, it will be necessary to effect more dispersion of low-income families, since all evidence suggests that Negroes will continue to be over-represented at the bottom rungs of the income ladder for some decades to come. The present patterns in metropolitan areas tend to keep low-income families in the older neighborhoods of the central city; the suburban areas are zoned in a fashion that precludes the establishment of much private low-income housing there. Typically, low-income public housing is not built by suburban jurisdictions, and only an inadequate amount of it is created by the central city.

Major rearrangements of populations will require metropolitan--not merely city-wide--planning for race and income desegregation. In a number of recent federal grant programs, benefits have been conditioned on the development of state or area-wide plans that meet certain minimal federal standards. The concept should be extended to provide that no federal grants will be available after a certain date to areas that are not subject to enforceable desegregation plans approved by the Secretary of Housing and Urban Development. Such plans should assure progress toward the goal of an adequate supply of desegregated low-income housing distributed in the area in such a fashion as to give low-income and non-white families a realizable opportunity to live in grade school districts in which there are substantial numbers of persons of other groups.

No plan could be expected to achieve this goal at the outset, but a plan could control subsequent patterns of land use within the metropolitan area and thus guide its evolution in this direction. If all local government units in an area agreed on a common plan, it could be submitted by the metropolitan area itself; alternatively, each state could submit plans to cover those metropolitan areas (or parts of areas) within its boundaries. After the effective date of such legislation, federal grants would be withheld from those areas for which satisfactory plans did not exist, and from those units of urban local government that failed to give HUD adequate assurances that they would comply with the plan for their area.

To facilitate the shift of populations within the metropolitan area and to encourage the formation of groups willing and able to serve as sponsors of subsidized housing projects, the Government should stimulate the formation of development foundations or non-profit corporations in metropolitan areas and in appropriate rural contexts. These foundations--groups of private citizens, using their own tax-exempt funds--could stimulate the formation of project sponsors, help the sponsors through the maze of paperwork to actual operating projects, and assemble the land needed for future projects with a sense of strategy, to further the purposes of the area plan.

As a practical matter, the development of such metropolitan plans would involve more than zoning; if low-income groups are to be distributed across the face of the metropolitan area, job opportunities, social and educational services, and various community facilities must be located to

reflect the new demography. Thus the metropolitan planning chore, with its social and land use aspects, becomes immense.

We recognize that the use of federal financial power to create and enforce such requirements will be seen as a new--to some, a dangerous and objectionable--departure in state-federal relations. This objection deserves a hearing and, given prevailing political attitudes, will assuredly get it. But the innovativeness of this proposal should not be exaggerated; it is by no means unprecedented. In recent years, machinery for requiring units of local government to cede some of their sovereign power to plan (or refrain from planning) has been developing before our eyes. The federal government's grant programs have on several recent occasions required some hitherto absent planning by the grant recipients.

Since 1954 the "workable program" requirement of the Urban Renewal Administration has called for a comprehensive community plan with zoning and subdivision regulations, housing and building code enforcement, and plans for housing the relocatees of urban renewal. While the workable program requirement has not been administered vigorously and it only seeks to induce better planning within the local government unit, it sets the pattern for compulsory planning to meet federal standards.

A 1962 amendment to U.S.C. Title 23 (Highways) applies pressure on states to compel major cities in the states to carry on area transportation planning. The proposed Urban Development Act of 1966 provides financial incentives for communities to engage in metropolitan planning that meets certain federal criteria. Other Acts require inter-governmental planning as a condition of federal aid for solid waste disposal and water and sewer facilities.

The President's January message concerning a new Demonstration Cities Program and the bill subsequently introduced indicate further desire to use the same device--conditioning new federal grants on the recipient government's engaging in planning that meets federal criteria. Selected cities that do impressive total planning jobs would benefit by having the federal government pick up a larger percentage of the cost of various HUD programs during a six-year demonstration period; it is not altogether clear if the planning is to be metropolitan in scope or, if that is so, how the suburban areas are to be induced to participate.

It seems unlikely that suburban areas will give up their parochial powers and interests unless this is the price demanded for vital federal grants. While suburbia can do without urban renewal grants, it is less capable of doing without some other kinds of HUD programs: the open space land program, the college housing program, public works planning program, public facilities loan program, and the water and sewers program already mentioned. Indeed, if participation in metropolitan social and land use planning were the price of HEW grants, as well as HUD grants, real pressure would be brought to bear under the variety of existing health, education, and welfare programs which benefit suburbia. The greatest feasible pressure would come if all government agencies making grants for changes

in the physical and social environment were to condition these grants on participation in such a metropolitan plan, the design and enforcement of which would be approved by HUD or an inter-departmental group.

Housing Low-Income Families

Non-whites have more than their numerical share of the crowded and substandard housing in this country, both in the large cities and in the countryside. Attitudes on both sides of the color line make residential desegregation exceptionally difficult for poor Negroes; their foremost problem in the housing field is quality, not integration. But Watts suggests the peril of creating vast standard or near standard-quality ghettos where lower income Negroes live in isolation without access to the neighborhoods and schools that speed entry into the middle class. Rather than choosing between such vital goals as decent housing and access to middle class schools and neighborhoods, the national policy should embrace both.

This means that everywhere, city and country, a three-pronged attack must be made on our tradition of housing the poorest segment of our population in crowded, substandard homes. We must build better homes and we must enable the present slum and shanty dwellers to buy and rent them. We must also enforce standards of housing quality, to increase the useful life of our housing inventory and to prevent abuse of tenants who lack the bargaining power to protect themselves. Housing code enforcement tends to be farcical when attempted in a market in which thousands of structures should be razed but cannot be because there is no other place to house the tenants. It can be a vigorous and meaningful program only if there is an adequate supply of standard housing and if code enforcement need not be directed primarily against structures too old to be rehabilitated at reasonable expense.

To create additional units of standard quality low-income housing, either by new construction or rehabilitation, will require government intervention, since there is not now sufficient profit in this market to attract private industry. The HUD Low-Income Housing Demonstration Program is to be commended for its efforts to discover new methods of stimulating and subsidizing such housing; increased efforts are needed. Several devices for this purpose are provided by existing federal housing legislation, but they are neither sufficiently large in scale nor well enough adjusted to actual needs to provide more than a fraction of the housing required by low-income families.

The federal public housing program subsidizes rental housing for families too poor to pay market rents. The landlord is a local governmental agency, and the projects have tended to be large and ugly, more rarely taking the form of small scattered sites. The Housing Act of 1965 authorizes a "leasing" arrangement, under which local housing authorities contract for units in private apartment houses and operate them as scattered-site public housing, and/tenant paying the same amount he would for conventional public housing. (the)

The Federal Housing Administration's 221(d)3 below-market interest rate projects benefit tenants whose incomes are too high for public housing and too low to command new private housing that is unsubsidized. The sponsors of such projects must be limited-dividend corporations or such non-profit entities as churches or unions. The subsidy takes the form of an FHA guarantee of a below-market rate (three per cent) mortgage for almost the entire cost of construction.

The housing Act of 1965 also authorized a permanent rent supplement program. Congress denied appropriations in 1965, but in 1966 made a modest appropriation for the remainder of the fiscal year. Under the program, non-profit and limited dividend sponsors will enter into forty year contracts with HUD for the construction of rental projects for occupancy by low-income tenants, in some cases mixed with or adjacent to middle-income housing. No tenant will be required to pay rent higher than 25 per cent of annual family income, the difference between that amount and fair market rent being made up by rent supplement funds.

The inadequacy of these programs is attributable to three major deficiencies: (1) both the specific subsidies provided and the overall funding of the programs are too limited; (2) the programs are ill-designed to assist families of large size and certain income categories; and (3) legislative deference to local governments enables them to veto subsidized housing entirely--as suburban areas typically do--or to confine it to sites in the existing ghettos of central cities. The time is at hand to convert the more promising demonstration programs into comprehensive national undertakings.

The contrast between the dimensions of existing programs and the extent of national need is best illustrated by rent supplements. The Housing Act of 1965 authorized for this purpose $150 million over a four year period. But it has been responsibly estimated that to enable every American family to afford the kind of minimal quality housing that meets welfare authorities' standards would require rent supplements on the order of $2 billion annually. Clearly, the scale of federal subsidies, whether provided through the programs just described or more comprehensively on the pattern of the Demonstration Cities Program, must be vastly increased.

Differences among families should be taken into account in the public housing program. There should be provision for a local housing authority to house families too poor to pay the minimum rent requirement. Families with incomes that rise slightly above the presently prescribed limit for public housing should be required to pay more rent rather than being forced to leave the project. Subsidies should be large enough so that the public landlord, like the private one, can provide some essential social services. More effort should be made to build joint public housing-221(d)3 projects, permitting some blurring of class lines and the possibility of a family staying in the project as it earns substantially more income.

The family in sorest need has five or more members and an income under $3,000. Public housing projects usually are not designed for such families; there is a statutory limit on average unit construction cost

which has the effect of discouraging creation of large units. There are indications that the public housing "leasing" program will also find it hard to acquire large, standard units at prices the program can afford. The rent supplement requirement of 25 per cent of family income works a similar injustice by ignoring the distinction between families of two and families of large size. Congress should revise the unit-cost limitation on public housing, and programs of federal assistance to private builders should contain a subsidy to encourage the creation of more multi-bedroom units.

Somewhere between the true subsidy programs and the mortgage insurance and guaranty programs, which stimulate but do not subsidize building, lie the programs in which the federal government guarantees below-market mortgages or makes such loans directly. Such programs, conducted on a limited scale now, need to be vastly increased to permit more low-income families to purchase homes on long-term credit. In the urban and especially in the rural context, such home-purchasing credit would permit many non-whites, and whites as well, to enter markets from which they presently are almost entirely excluded.

Our discussion contemplated federal standard-setting, federal grants, and federal technical assistance as the appropriate devices to get units of government below the federal level to do the jobs of housing code enforcement, assistance to low-income families in the house-hunting process, and creation of more public housing. But the results of this process should be monitored and, where local government defaults, direct federal action should be taken. To this end, the federal government should engage in continuing surveys of the need for and the supply of low-income housing, the extent to which home-hunting services are available, and the amount of substandard housing and overcrowding in the various markets of the country. Where other levels of government fail to meet these needs, programs should be initiated on the federal level to provide code enforcement, subsidized low-income housing, and home-hunting services wherever they are needed.

Some of the elements of a federal land policy appropriate for this purpose might include: (a) a halt to indiscriminate disposition of federal land suitable for residential purposes; (b) provision for federal stockpiling of raw land in areas likely to become residential in future years; (c) assurance that, as new job-creating facilities are established by the federal government or by federal contractors, housing for the new employees will be made available in a manner consistent with the national housing goals; (d) planning and assistance for new towns that are desegregated by race and income.

Some argue that subsidizing the housing purchasing power of the poor will raise the quality of their housing even if the subsidy is not tied directly to increased supply or a high vacancy rate. The theory is that the next wealthiest tier of families are kept from buying better housing by their inability to sell their present homes, and if the poorer families could buy these homes a chain reaction would set in with wave after wave of ever-wealthier families moving up and out. If it is not necessary to tie subsidies directly to increased supply, income subsidies, instead of

rent subsidies, would have advantages. Income subsidies give the beneficiaries more freedom of choice and avoid such unpleasant problems as that of the poor family unable to furnish the rather spacious quarters the rent supplement provides.

An affect akin to subsidy comes from any measures that decrease the costs of construction and rehabilitation: improved technology; better and more uniform building and zoning codes; reform of unjustified union rules concerning building materials.

There is a special need for large scale action in the nation's rural areas. It was pointed out at the conference that between 1960 and 1964 the number of Negro farmers declined by 35 per cent, accounting for 30 per cent of the total decline in farm population. Many of these displacees lost the shacks in which they lived along with their three-dollar-a-day jobs as cotton pickers. Some moved to cities; others moved into small towns and villages scattered throughout the rural areas. For these families and individuals forced off the farms by mechanization and increasing crop yields per acre, the lofty language of civil rights legislation has a hollow ring. Lack of training, education, and financial resources denies these former tenant farmers not only decent housing, but all basis for confidence in the future.

While adequate remedies are not yet in sight, we welcome the trend of new programs which the Department of Agriculture has recently been evolving. The Cabinet-level Rural Development Committee now has authority to guide and coordinate a Rural Community Development Service with a rapidly expanding budget, a Rural Areas Development Program, a Rural Renewal Program, and the Farmers Home Administration's activities. This developing structure could have great potential for assisting Negroes and other disadvantaged persons in rural America. The new Public Works and Economic Development Act and the Appalachia program are also tools for aiding the development of rural areas. Strengthening and building new rural and non-farm communities, expanding job opportunities and training programs, and new subsidy and loan programs to enable low-income rural families to build or purchase homes were all viewed as essential components of an adequate program. Efforts so far have been piecemeal and poorly coordinated. The time for pilot programs is past. Action on a scale commensurate with the need is now urgently required.

Anti-Discrimination Provisions

An effective anti-discrimination program must be supported by the power of the federal purse, a commitment that goes beyond nondiscrimination to affirmative desegregation, and a system of compliance reporting that eliminates agency dependence upon complaints filed by victims of discrimination.

The Conference agreed that the anti-discrimination aspects of the program should be vested in the agency that has the primary granting authority and the deepest involvement in housing. In this way, responsibility will be welded to power and a single Cabinet member can be identified

as having responsibility for the success or failure of federal efforts to achieve residential desegregation. Therefore, the basic responsibility for anti-discrimination efforts, both enforcement and education, should rest with the Department of Housing and Urban Development. Its educational efforts will need the support and the prestige of the White House in encouraging forward-looking housing industry leaders to take affirmative steps. (The administration of fair housing provisions is discussed further under Section III below.)

All housing transactions, whether federally-assisted or not, as long as they can be reached by the Commerce Clause, should be covered by a federal ban on racial and ethnic discrimination, enforced by civil litigation, cease-and-desist orders, administrative penalties, and, when applicable, termination of federal programs of housing assistance.

Because complaint-oriented, cease-and-desist order regimes have so little impact on structural patterns of segregation, we feel that this aspect of the program is useful primarily to do justice between individual complainants and respondents. It should prohibit not only housing discrimination and such pre-discrimination practices as giving and taking and noting ethnic preferences, but also some practices peculiar to multiple listing real estate associations and those agencies of local government which can affect the racial policies of entrepreneurs in the housing industry. Multiple listing associations should be forbidden to accept discriminatory listings or to discriminate in selecting their members. Units of local government should be forbidden to exert pressure to induce entrepreneurs to discriminate.

The victim of discrimination should have the option of either suing in federal district court for injunctive relief and a fixed penalty sum, or seeking an administrative remedy from HUD. To bring court suits within reach of low-income victims of discrimination, there should be provision for court-appointed counsel and recovery of a compensatory sum and all litigation expenses if the victim is victorious. The administrative remedy should take the form of cease-and-desist orders and (since there is nothing comparable to back pay awards available in housing cases) an administrative penalty which is paid to the victim.

HUD should have the responsibility for seeing that all non-exempt housing entrepreneurs keep and retain designated records, and that they file compliance reports periodically, providing an ethnic census of the dwellers in designated structures. It should also be HUD's responsibility to make field checks of compliance, to encourage the filing of complaints of violation, to investigate conditions suggesting non-compliance, and to bring on for administrative hearing those cases where there has been an apparent violation which could not be corrected adequately by negotiations.

HUD should not only handle complaints reflecting the grievances of individual victims, but it should also engage in major public litigation designed to call the attention of the industry to the fact that the law exists and must be obeyed.

Administrative litigation, whether for termination of federal housing benefits, cease-and-desist orders, or administrative penalties, should be conducted by HUD before an independent adjudicatory board and that board's corps of hearing examiners. HUD attorneys should be authorized to seek provisional relief in federal district court in connection with the proceedings before the board. They should also have authority to intervene in private litigation seeking to enforce the federal ban on housing discrimination.

The leverage for changing patterns of discrimination will lie in the data collected through the compliance reporting system and the ability to terminate the flow of federal benefits to obstructionist cities, housing authorities, and entrepreneurs. Title VI of the Civil Rights Act of 1964 takes a step in this direction, but it does not spell out the principle, which we deemed fundamental, that housing subsidies must be used to promote residential desegregation; it is not sufficient for the recipient simply to refrain from discriminating. The present state of affairs, for example, permits the Public Housing Administration to tolerate "freedom of choice" plans in totally segregated public housing projects, despite the mass of evidence that this amounts to subsidizing the perpetuation of segregation.

In addition to the general ban on discrimination, federally-assisted transactions should be subject to requirements that affirmative efforts be made to achieve racial desegregation. A distinction should be made between transactions which are federally subsidized and those in which the assistance does not amount to a subsidy. (Insurance and guaranty of market-rate mortgages and direct lending at market rates are not regarded as subsidies for these purposes.) Projects which are assisted but not subsidized should be held to obligations of affirmative action as regards advertising and merchandising. Subsidized projects should be subject to additional obligations of this sort with respect to site selection, sponsor selection, occupant selection, project design, and pricing. Subsidy should not flow until the site has been approved by HUD, and no site should be given approval if another site would enable the project to reach the same market while achieving significantly more ethnic integration of project occupants.

Neither subsidy nor other benefits should flow until HUD and the persons controlling the projects to be benefited have concluded detailed agreements concerning the manner in which affirmative integrative efforts are to be conducted. These agreements should provide HUD with sufficient information and control to secure performance of the obligations, and in the case of projects being filled for the first time, should permit review and such intervention as is necessary at several stages during the process of selecting initial occupants. The principal means of enforcing these obligations of affirmative action should be through the power to withhold, suspend, and terminate federal housing benefits and the related power to debar an enterprise and its principals from future participation in programs involving the flow of such benefits. Court and agency litigation should be available for use in the exceptional case where use of the economic sanction is not feasible.

II. THE FEDERAL ROLE IN EQUAL EMPLOYMENT OPPORTUNITY

Twenty-five years ago the federal government embarked upon its first systematic effort to eliminate racial discrimination in private employment. President Roosevelt's historic Executive Order 8802, applicable to holders of government war contracts, issued June 21, 1941, was to be followed by a sequence of similar orders issued by each president who succeeded him. In the intervening years, the legislatures of 31 states and over 100 cities were to direct governmental policy within their jurisdictions toward an increasing legal commitment to equality of opportunity in employment for all citizens. Congress, in July of 1964, broadened the federal interest in equal employment opportunity from just those employers holding government contracts to all employers in interstate commerce with 25 or more employees (a similar numerical limit was set on unions and sex was added to the nondiscrimination coverage).

Regrettably, the present status of this combined federal, state and local effort cannot be said to have been reached by any steady or rational accumulation of experience. There are few better examples of mankind's obstinate refusal to learn by his experience than the approach taken to the critical social problem of employment discrimination by Title VII of the Civil Rights Act of 1964.

The Equal Employment Opportunity Commission, established under Title VII of the 1964 Civil Rights Act, has been in operation since June 1965. The record is clear: its impact on employment discrimination has been negligible. The Commission itself reported at the end of the year that it had eliminated discrimination in complaints involving only 127 complainants and 41 respondents since its enforcement machinery became operative on July 2, 1965.

Nor is there any basis for hope that this disheartening situation will improve with time. The defects and shortcomings of Title VII are now manifest and should be corrected by Congress at the earliest opportunity. Specifically, the present federal EEOC is hopelessly mired in a complaint-based system of enforcement, it has insufficient investigative powers and resources, its limited enforcement powers are complicated and ineffective, and it has no legal or administrative ability to undertake manpower development or economic opportunity programs that will be supportive of its enforcement activities.

In 1963, the predecessor of this Notre Dame conference considered the need for federal fair employment legislation, well before Title VII was conceived. The recommendations of that conference were summarized as follows:

> The [fair employment] law should be administered by the Department of Labor (not by a new commission), and should cover all phases of the employment process of firms engaged in or affecting interstate and foreign commerce. The law should reach also employment, of all descriptions, carried on by state

or local governments and by private institutions for work financed in whole or in part by federal funds.

We recommend further that, by several means, the law should rely on administrative regulations rather than quasi-judicial methods for enforcement. We think that this can be realized by incorporating the administration into the Department of Labor, and bringing the whole structure of the Department into responsibility for the work.

The basic elements of this approach were incorporated in the Humphrey Bill, S. 1937, approved by the Senate Committee on Labor and Public Welfare in 1964. But in the absence of Executive leadership and adequate Congressional assessment of past administrative experience, these principles and the practical study which they reflected were brushed aside. Congress enacted Title VII, which not only failed to improve on existing state fair employment legislation, but embodied all of its worst features.

The developments of the past three years in this field have done nothing to diminish the validity of the 1963 conference recommendations. On the contrary, we are unanimous and emphatic in our judgment that the promising new programs launched by President Johnson to stimulate the economy, to upgrade the nation's manpower, and to eliminate poverty make it imperative that the several equal employment opportunity programs of the federal government be revamped and consolidated so as to take maximum advantage of prospective economic breakthroughs.

Since there seems little likelihood of achieving fair employment without full employment, we urge the following:

(1) Implementation of the Employment Act of 1946, which committed the federal government to the objective of creating and maintaining "conditions under which there will be afforded useful employment opportunities, including self-employment, for those able, willing, and seeking to work, and to promote maximum employment, production, and purchasing power."

(2) Expansion of the coverage of the minimum wage law and an increase in the minimum wage to a level above the poverty line.

(3) Consideration of greater federal support for expanded on-the-job training programs that would include disadvantaged persons not currently eligible.

(4) Implementation of the recommendations of the Secretary of Labor's Task Force on the Employment Service, which provides major improvements in job development and placement services on a national, area, and local basis.

(5) We have considered the plight of those being displaced and dispossessed by the farm economy and endorse programs aimed at rural and small town areas and at major central cities that have received almost insupportable numbers of disadvantaged migrants from the rural areas. These should include economic development and training programs and more effective

management of the government's impact on such areas through plant location and closing practices of its major contractors as well as its own agencies. The on-the-job training programs mentioned above would have special relevance for the hard-core unemployed moving into the central cities.

We recognize that, even under optimum conditions of full and fair employment, some Americans will be unable to earn an adequate livelihood. Because of denial of opportunity for education and training, a disproportionate number of Negroes are in this category of the chronically unemployed and unemployable. Consideration of this problem was beyond the scope of the Conference. However, an impressive analysis and set of recommendations are contained in the Report of the President's National Commission on Technology, Automation and Economic Progress.

Turning to specific recommendations for more effective federal action to enlarge equal employment opportunity, we recommend the following:

(1) The operational concept of a federal equal employment opportunity policy should be extended in a way that will tie training and manpower development programs to comprehensive anti-discrimination efforts. This could be done most effectively by giving the Secretary of Labor the power to regulate employers (including state and local government), unions, and personnel agencies with respect to equal opportunity.

(2) The existing Equal Employment Opportunity Commission should be given the status of an adjudicatory panel with power to issue cease-and-desist orders and responsibility to protect respondents' rights against arbitrary action by the Secretary.

(3) The Secretary of Labor could designate an Assistant Manpower Administrator for Equal Employment Opportunity to direct the existing Contract Compliance Program and other compliance aspects of a new Title VII embodying the recommendations of this conference. (See further discussion in Section III of this report)

(4) Under the proposed arrangement, nondiscrimination regulations would be issued by the Department of Labor and would be made part of its continuing inspection processes. Where non-compliance was found, a cease-and-desist order could be sought from the EEOC.

(5) A special "Equal Opportunity Manpower Development Fund," on the order of $25 million, should be authorized and made available to the Manpower Administrator of the Department of Labor to initiate special motivation and training projects designed to support equal opportunity.

(6) Specific provision should be made for utilizing state and local EEO agencies which meet federal standards and for making grants to them to conduct investigations and carry out the affirmative manpower development and utilization programs of the Department of Labor envisioned in this approach.

(7) Provision should be made for the establishment of a permanent conference of state and local EEO agencies for purposes of maintaining a coordinated and advisory relationship between the Department of Labor and these grant receiving agencies. Funds for the conference should be provided on the basis of a 50% federal share.

(8) Individual complaints filed with the Secretary of Labor should either be referred to appropriate state or local agencies for action or be processed by the Assistant Manpower Administrator for Equal Employment Opportunity, who would be authorized to seek cease-and-desist orders from the EEOC. Complainants, employers, labor unions, or employment agencies that maintain they have not had satisfactory action by the Secretary could appeal his orders to the independent five member Commission for such review, amendment, or further action as they might direct.

III. FEDERAL CIVIL RIGHTS ORGANIZATION AND ADMINISTRATION

In his address at Howard University in June 1965, President Johnson described the infirmities besetting the Negro as a "seamless web," causing, resulting from, and reinforcing each other. Federal efforts to overcome these infirmities must also be a seamless web, with component parts that reinforce each other.

As things now stand, the Attorney General of the United States is responsible for overseeing the administration and enforcement of Title VI of the Civil Rights Act of 1964. The President proposed that he also be given operating responsibility for the Community Relations Service. The Secretary of Labor and the Chairman of the Civil Service Commission, respectively, coordinate the policies against discrimination in employment by federal government contractors and subcontractors and by the federal government itself. Various agencies and departments are responsible for other civil rights and civil rights-related functions. The Vice President continues to bear the President's designation as his principal adviser on civil rights matters.

The existing arrangements for central policy-formulation and coordination of the various federal civil rights programs do not reflect sufficient awareness of their interdependence. For example, the programs to eliminate racial discrimination in education, housing, and employment will either succeed together or fail separately. Only the President himself has the official responsibility to see civil rights problems as "all of a piece" and act upon this insight. We are concerned that existing arrangements seem inadequate to assist the President in performing this duty. Some additional coordinating authority, responsible directly to the President and independent of the operating agencies and departments, is essential. The nature of this coordinating authority is necessarily a matter for exclusive determination by the President.

The Guidelines for the Enforcement of Title VI

The Guidelines for the Enforcement of Title VI of the Civil Rights Act of 1964, issued by the Attorney General on December 27, 1965, are based upon a conception of the use of Title VI which, in our view, thwarts Congressional intent and threatens to destroy the effectiveness of Title VI.

We are heartened by the widespread formal commitment of recipients of federal financial assistance that they will comply with the requirement of Title VI prohibiting discrimination because of race, color, or national origin, under any program or activity receiving assistance. The prediction made when the wisdom of Title VI was debated that there would be extensive refusal to agree to comply with its basic requirements has been proven false. Furthermore, in parts of the South, a meaningful start has been made toward converting the agreements to comply into actual compliance in some programs and activities receiving federal financial assistance.

But "equality as a fact and equality as a result" is still only a hope with respect to many federally-assisted programs and activities in many parts of the country. The most conspicuous example is the sluggish pace of school desegregation in much of the South. Another example is the paucity of effort to secure compliance with the objectives of Title VI under federally-assisted housing programs and activities throughout the nation.

The federal government currently faces a serious crisis of credibility with respect to its intention to enforce Title VI by terminating assistance, or refusing to grant or to continue assistance to programs and activities under which, in fact, persons are being subjected to discrimination because of race, color, or national origin.

The Attorney General's Guidelines have exacerbated doubts that the Administration has the political will and determination to give Title VI its intended effect.

In essence, the Attorney General's Guidelines transform the refusal to grant an application for federal assistance, or the termination of assistance being rendered, from the normal methods of securing compliance into last resorts or "ultimate sanctions," as the Guidelines put it. Instead of administrative action specifically provided for in Title VI, the Guidelines look to court enforcement, i.e., the bringing of lawsuits, as the normal method of enforcement. Cutting off federal assistance becomes an "atom bomb" which must not be used.

To justify this position, the Guidelines state that section 602 of Title VI requires the department or agency concerned, before invoking the "ultimate sanctions," to "consider alternative courses of action consistent with achievement of the objectives of the statutes authorizing the particular financial assistance."

But section 602 will be read in vain for any such requirement!

The alternative courses of action mentioned by the Attorney General include (a) judicial enforcement, i.e., "(1) a suit to obtain specific enforcement of assurances, covenants running with federally-provided property, statements of compliance or desegregation plans filed pursuant to agency regulations, (2) a suit to enforce compliance with other titles of the 1964 Act, other Civil Rights Acts, or constitutional or statutory provisions requiring nondiscrimination, and (3) initiation of, or intervention or other participation in, a suit for other relief designed to secure compliance;" and (b) administrative action, i.e., "(1) consulting with or seeking assistance from other Federal agencies (such as the Contract Compliance Division of the Department of Labor) having authority to enforce nondiscrimination requirements; (2) consulting with or seeking assistance from state or local agencies having such authority; (3) bypassing a recalcitrant central agency applicant in order to obtain assurances from, or to grant assistance to complying local agencies; and (4) bypassing all recalcitrant non-federal agencies and providing assistance directly to the complying ultimate beneficiaries."

While the Guidelines request the heads of the 21 departments and agencies with Title VI responsibilities to consider the "possibility of utilizing such administrative alternatives," they direct them not to reject the "possibility of court enforcement . . . without consulting the Department of Justice."

In his letter transmitting the Guidelines to the heads of the 21 departments and agencies concerned, the Attorney General expressed the opinion that the "alternative methods of enforcement" (court enforcement and the administrative action described above) could "in many instances . . . be more effectively used to secure compliance" with Title VI requirements than taking steps to cut off federal assistance. But the Guidelines do not delineate these particular instances; they direct a general policy that federal assistance "will be refused or terminated to noncomplying recipients and applicants who are not amenable to other sanctions."

But Congress, when it enacted Title VI, did not intend that the effort to secure a judicial prohibition of discrimination should be a condition precedent to cutting off federal assistance to programs or activities conducted in disregard of Title VI requirements. This is not what the long struggle for Title VI was all about. Litigation has not proved to be a suitable weapon to effectuate speedy, wholesale desegregation. Congress thought that the threat to cut off federal assistance would be. Litigation policy must serve to make this threat credible.

We urge, therefore, that litigation be used, first and foremost, to compel desegregation in those instances in which federal assistance has not been applied for or has been rejected. It must be made clear that the only issue facing those who discriminate is whether desegregation will occur with or without federal assistance. But that it will occur in any case. Next, every effort should be made to ensure that federal assistance is not extended to applicants for one-time or noncontinuing assistance who do not comply with Title VI requirements, or to noncomplying initial

applicants under new or existing programs of continuing assistance. If there is noncompliance under federally-assisted ongoing programs, steps should be taken quickly to terminate such assistance in accordance with Title VI procedures. It may sometimes be advisable to resort to court proceedings at the same time that such steps are being taken. But the completion of Title VI procedures should not await the outcome of court proceedings, as the Guidelines now require. Indeed, Title VI proceedings were intended to make litigation unnecessary.

We do not contend that resorting to judicial enforcement, particularly to lawsuits made possible only by Title VI itself (i.e., lawsuits to obtain specific enforcement of assurances, covenants running with federally-provided property, and statements of compliance or desegregation plans filed pursuant to agency regulations) will never be an adequate substitute for Title VI proceedings to cut off federal assistance. But the cases in which judicial enforcement may be an adequate substitute should be specified with great care and particularity.

We are persuaded that if the threat of cutting off or withholding federal assistance for failure to comply with Title VI requirements is made credible, compliance will be secured and there will be little, if any, need to cut off or withhold any federal assistance. Only in this way, too, will it become possible to use federally-assisted programs and activities as positive instruments to promote racial desegregation.

The Equal Employment Opportunity Commission

Problems of overlapping jurisdiction now confront the Secretary of Labor and the contracting agencies, on the one hand, and the Equal Employment Opportunity Commission on the other, in their efforts to combat discrimination in employment. To solve these problems, we have recommended that the functions given to EEOC by Title VII of the Civil Rights Act of 1964, as it is presently written, should be transferred to the Department of Labor. (See Section II of this report.)

At the same time, Title VII should be amended so as to (1) empower EEOC to perform the adjudicatory functions (including the issuance of orders enjoining respondents from engaging in unlawful employment practices and ordering appropriate affirmative action, including the reinstatement or hiring of employees, with or without back pay) now entrusted to the United States district courts by sections 706 and 707 of Title VII, subject to review by the United States Courts of Appeals; (2) authorize the Secretary of Labor, in the event that his efforts to secure voluntary compliance with Title VII requirements have failed, to petition EEOC for an order enjoining a respondent from engaging in unlawful employment practices and for appropriate affirmative action, including the reinstatement or hiring of employees with or without back pay; (3) authorize the Secretary of Labor, instead of the Attorney General, to petition EEOC for appropriate orders eliminating patterns or practices of resistance to the full enjoyment of any of the rights secured by Title VII; and (4) continue the present authorization of court actions by persons claiming to be aggrieved by alleged unlawful employment practices.

The Secretary of Labor now has operating and coordinating responsibilities for important aspects of the total job of eliminating discrimination in employment. Our recommendation would add to these responsibilities so as to maximize the effectiveness of the overall equal opportunity program. It would make available for the enforcement of Title VII, as presently written, all the resources of the Labor Department's regional and local offices and make it easier to enlist the cooperation of state and local fair employment practices agencies.

Our recommendation would also expedite the adjudication of alleged unlawful employment practices by entrusting the function to the existing, specialized EEOC rather than to courts of general jurisdiction.

A Federal Equal Housing Opportunity Act

We have urged the passage by Congress of a law that will direct federal housing programs and related federal assistance to the goal of affirmative desegregation and will prohibit discrimination because of race, color or national origin in the conduct of housing transactions. (See Section I of this report.)

We recommend that the administration of the new law be entrusted to the Department of Housing and Urban Development and that its compliance provisions be carried out by a Division of Equal Housing Opportunity headed by an Administrator. The Administrator would direct compliance functions and serve as a watchdog on behalf of civil rights over all the activities of HUD. In addition, HUD should create a Board of Adjudication within the Department composed of hearing examiners appointed (under section 11 of the federal Administrative Procedure Act) for 5-year terms. This board should perform the adjudicatory functions corresponding to those we would entrust to EEOC under the Title VII amendments we propose.

The decisions of the Board of Adjudication should be administratively final (in the sense that they would not be reviewed by the Secretary of HUD), but would be subject to review by the United States Courts of Appeals. The Board should be large enough so that it is practicable for it to assign panels to hear cases in the localities in which the unfair housing practices are alleged to have occurred.

The Secretary of HUD now has great powers to take affirmative steps to counteract the racial segregation of housing. To make him responsible for the administration of a federal Equal Housing Opportunity Act (though not for the adjudication of alleged unfair housing practices) will make possible the kind of reinforcement of civil rights programs that is badly needed.

We also urge that the new law should authorize court actions by persons claiming to be aggrieved by alleged unlawful housing practices. Such persons should be authorized to recover damages for mental anguish and civil penalties prescribed by the Act.

Finally, we recommend that the President's Committee on Equal Opportunity in Housing should be abolished and its functions transferred to HUD.

Community Relations Service

We fear that, in the long run, the conciliation functions of the Community Relations Service may conflict with the law-enforcement duties of the Justice Department and that both, as a result, may be compromised. Therefore, we do not think that the transfer of the CRS to the Justice Department, as provided by the President's reorganization proposal, should be regarded as permanent. But at the present we have no recommendation regarding the most appropriate location for the CRS. New laws and programs in the civil rights field, and in areas substantively affecting opportunities for minorities, are under consideration by Congress. Many existing laws and programs are still in their infancy. The CRS itself has yet to be put to a full test. We suggest that the question of the location of CRS be considered open for review as it gains additional experience in the performance of its functions.

A National Conference on Civil Rights

The need exists to provide a way for representatives of federal, state, and local civil rights agencies, private civil rights organizations, charitable and educational foundations, and interested private citizens, to meet to exchange information and discuss civil rights problems, policies and strategies. We urge the U. S. Commission on Civil Rights to make such provision by organizing a National Conference on Civil Rights composed of such representatives and private citizens.

The Conference could meet periodically in sections devoted to particular problems and annually in general session. The Commission should furnish the Conference and its sections with a professional secretariat.

Paperback Book Project Report

Southern Regional Council

The paperback book project is sending books to 50 community groups and schools and the 11 State Councils on Human Relations. In addition to various types of tutorial and supervised study hall programs, many of these organizations are using the books as an integral part of other activities under their direction. For example, a group originally organized for the purpose of encouraging voting will be using books on community improvement, political education, and American history (including a large number dealing with the Negro). Several community centers which have health, family, and vocational training programs will be using books which cover these subjects.

The advantage here is one of overcoming the more artificial atmosphere of learning how to read and study in the abstract. Methods like the ones just mentioned would seem to heighten the possibility that the people themselves will make the connection between being able to read and being able to control their lives and enlarge their choices.

The books are in the states of Alabama (7 projects), Arkansas (5 projects), Florida (3 projects), Georgia (16 projects), Louisiana (2 projects), Mississippi (2 projects), North Carolina (5 projects), South Carolina (4 projects), Tennessee (3 projects), and Virginia (3 projects).

The total number of books ordered for these projects is 58,000.

We received 16 requests which we were unable to process because we had used up our funds.

Attached is a list of the projects.

Paperback Book Project Report

Southern Regional Council

The following organizations are participating in the paperback book project:

1. Dunbar Junior High School
   Bessemer, Alabama

2. Greene County Community House (Southern Rural Action Project)
   Eutaw, Alabama

3. Tuskegee Institute Community Education Program
   Tuskegee Institute, Alabama

4. Toulminville Methodist Church Youth Center, Study Hall, and Tutorial Program
   Mobile, Alabama

5. Mobile Council on Human Relations Library
   Mobile, Alabama

6. Head Start Lee County
   Auburn, Alabama

7. Selma Inter-Religious Project
   Tuscaloosa, Alabama

8. Jones High School
   North Little Rock, Arkansas

9. St. Francis County Achievement Committee
   Forrest City, Arkansas

10. Hughes Voters League
    Hughes, Arkansas

11. Gardner High School
    Strong, Arkansas

12. Pankey Elementary School
    Little Rock, Arkansas

13. West Jacksonville Association for a Better Community, Inc.
    Jacksonville, Florida

14. Florida Council on Human Relations-VISTA Study Hall, Tutorial Program
    Miami, Florida

15. Wilder Park Neighborhood Center
Jacksonville, Florida

16. Glynn County Community Service Center
Brunswick, Georgia

17. Hancock County Community Center (Southern Rural Action Project)
Sparta, Georgia

18. Technical Rural Agriculture Project
Thomasville, Georgia

19. S. H. Dunlap Elementary School
Thomasville, Georgia

20. Vine City Council Adult and Children's Tutorials and Thrift Shop
Atlanta, Georgia

21. Project UPWARD BOUND, Morris Brown College
Atlanta, Georgia

22. Upward Bound Program, Emory University
Atlanta, Georgia

23. West End Neighborhood Service Center Special Drama Project
Atlanta, Georgia

24. Summerhill-Mechanicsville Neighborhood Service Center
Atlanta, Georgia

25. East Central Neighborhood Service Center--VISTA
Atlanta, Georgia

26. Clark College Journalism Workshop
Atlanta, Georgia

27. Kirkwood Community Church and Christian Center
Atlanta, Georgia

28. Georgia Council on Human Relations Cobb County Reading Program
Cobb County and Marietta, Georgia

29. Ad Hoc Committee for a Freedom Library
Opelousas, Louisiana

30. Maggie Nance Ringgold Unit--YWCA
Baton Rouge, Louisiana

31. Youth Educational Services
Durham, North Carolina

32. Harriet Tubman Branch YWCA
Durham, North Carolina

33. YM-YWCA Tutorial Committee, University of North Carolina
Chapel Hill, North Carolina

34. American Friends Service Committee-VISA Program
Charlotte, North Carolina

35. SPEED-UP
Columbia, South Carolina

36. CONCERN, Inc. (O.E.O.)
Columbia, South Carolina

37. Farm Workers Educational Center, S.C. Commission for Farm Workers, Inc.
Ravenel, South Carolina

38. South Carolina Commission for Farm Workers, Inc.
Sumter, South Carolina

39. South Street Community Center
Nashville, Tennessee

40. North Nashville Project
Nashville, Tennessee

41. L.B.J. and C. Development Corporation-VISTA Tutorial Program
Monterey, Tennessee

42. Westminster Presbyterian Church Study-Tutorial Program
Charlottesville, Virginia

43. Schuyler Elementary School
Schuyler, Virginia

44. Broadus Wood Elementary School
Earlysville, Virginia

-- 11 State Councils on Human Relations

As of December 15, 1966, the total number of books ordered is

58,000.

(next page)

45. Henderson Middle Grades School and
W.C. Henderson Junior-Senior High School
Starkville, Mississippi

46. Deltas Book Project
Jackson, Mississippi

47. Fulton County Jail
Atlanta, Georgia

48. North DeKalb Chapter, Georgia Council on Human Relations
Atlanta, Georgia

49. Inman Park Elementary School
Atlanta, Georgia

50. Salisbury-Rowan Community Service Council, Inc.
Salisbury, North Carolina

MI. JOHNSON:

EMORY WANTED PAUL TO SEE THIS BEFORE THE MEETING BEGINS; IF I DON"T SEE HIM, WOULD YOU PLACE IT IN HIS HANDS? EMORY THANKS YOU . ME TOO .

JOAN

MEMO

TO: PAUL ANTHONY

FROM: EMORY VIA

DATE: JUNE 17, 1966

I have a number of reservations and fly specks regarding the document "Public Policy and Minorities" which will be discussed today. I have turned over my copy with a number of marginal notes to Sam for his consideration. Unfortunately he will not have had much opportunity to look at them. Let me state at the beginning that I've had to stifle a strong negative reaction -- not to what the project proposes to do but to the way it is presented. In trying to analyse my reactions I finally concluded that the author writes so much like I write that I can't abide some real difficulties in attempting to communicate to others.

Let me list a few points here and more specific observations will to come from my marginal notes if they are of interest.

1. As noted above, I think the style of writing, wordiness, length of sentences, and frequently the choice of words hinder an understanding of what the message really is.
2. I don't think we draw a sharp enough bead on what our audience is. Are they to be SRC types, those hoping to influence state governments, or the state government policy makers themselves? I would be inclined to try to write it so that it would at least be clearly understood, if not accepted, by state government policy makers, on the assumption that this will make for a more effective document for others as well.
3. I think the whole argument in the early part of the paper regarding federalism is of limited usefulness. To my mind, it is neither sufficiently strong as an argument regarding the nature and problems and benefits of federalism nor is it sufficiently clear or relevant regarding civil rights. One small problem, for popular consumption, is that as a people we have become used to the term "federal" as referring to the

national government rather than to a system of government. And I think that much of the writing regarding the challenge and promise of the federal system is sufficiently abstruse so that the ordinary reader may have difficulty in following the point xxx that what is being discussed is a federal system of government and not references to the central government.

4. At times I think the focus is so much on governmental minority agencies that we lose the point that we're talking about fairness in the total operation of the state government. Of course good specialized agencies, especially as watch-dogs, may be a very necessary ingredient.
5. I think that our author frequently takes on too many fights at the same time. Such as seeming attacks on the liberal community, general problems of the economy, who's committed to what, and attempts to tie them in to other threads of his argument. The result of this is that things get too diffuse and it probably overemphasizes a serious tendency toward polemics.
6. I am sorry that I can't sit in on the meeting. I would like to see how it goes. I would have wished for a different document as a starting point but it could be that this will be just the ticket in getting the discussion fruitfully launched.

I look forward to seeing you again next weekend.

THE POTOMAC INSTITUTE, INC.
1501 Eighteenth Street, N.W. • Washington, D.C. 20036 • 332-5566

PA Central files

July 13, 1966

Rec'd 7/15/66

Mr. Samuel L. Adams
Director of Research
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Mr. Adams:

Thanks for your understanding letter inviting my post-conference comments on "Public Policy and Minorities." I am most sorry that I couldn't be there for the discussion, but as Paul will have explained I was hopelessly trapped in the Washington maze.

I have read the paper with interest and, for the most part, found it a useful basis for discussion of the issues. For whatever they are worth, here are a few observations:

1. The paper might well have emphasized more explicitly the state-city relationship. One of the biggest factors in the withering away of state influence has been the failure of the states to supply leadership, funds, and priority for the problems of the growing urban areas. Both federal and local officials tend to look with impatience and distrust upon the states, and to prefer a direct relationship. This is not surprising, since the states have tended to be indifferent and often hostile to the interests of the urban areas. Legislative reapportionment promises some improvement, but it may be coming too slowly and too late. In any case, the vitality of state governments is going to depend heavily on their success in becoming relevant to urban needs and an integral link in the federal-local chain.

how to finance?

2. With particular respect to minority groups, the states are inviting their own demise in federal-local relationships. For example, it is quite clear that many problems of Negroes in the central cities can be solved only by metropolitan area-wide planning and development. The racial problems of the cities simply cannot be solved within the context of the core city alone while the suburbs continue as bastions of

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white middle-class exclusiveness. Yet the power to require the multiplicity of local jurisdictions to plan and work together for adequate and integrated schools, housing, and so on, on a metropolitan basis, is constitutionally vested in the states. And, of course, the states have shown almost no inclination to use that power affirmatively. (Some would be more inclined to use it negatively.) If these circumstances persist, I believe that the federal government will necessarily have to fill the power vacuum by conditioning a wide variety of federal grants on metropolitan-wide cooperation. That trend is already evident in a small way.

3. While the draft paper was fine for discussion purposes, the published report will be more effective with state officials and other decision-makers if it is more pragmatic in tone. The arguments of urgency and morality should be made at the beginning, forcefully and succinctly, and the remainder of the document should deal with specific recommendations discussed in very practical terms. And, obviously, a tight plan of organization, with generous use of subheads, will make it more useable.

Again, my regrets that I couldn't take part in the discussion. If there is a subsequent draft, I will be glad to be among those willing to review and comment on it.

Sincerely,

Harold C. Fleming

Harold C. Fleming
Executive Vice President

HCF:EMA

Sam Adams
Emory Via

PUBLIC POLICY AND MINORITIES

The purpose of this memorandum is to isolate and describe the larger, and the more basic, pressing, and common issues that confront state policymakers about minority assimilation and to develop recommendations for public policy for state governments.

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THE ROLE OF STATE LEGISLATURES IN THE AMERICAN FEDERAL SYSTEM

Mr. MONDALE. Mr. President, on April 28, 76 representatives of the business and academic communities and various levels of government met at Arden House, Harriman, New York to consider the performance of State legislature in our Federal system. This meeting was conducted under the auspices of the American Assembly of Columbia University. Toward the end of the 4-day meeting, the Senator from Maine [Mr. MUSKIE], delivered a thought-provoking speech on the role of State legislatures in the American federal system.

What is inevitable for the future is Federal involvement, and not Federal dominance, in State and local problems. For in our effort to combat the problems of poverty, insufficient education, and urban and rural development, it is the States and localities which are in the front lines. They are close to the problems and can be the most flexible in their response. Only local and State governments—using Federal grants and programs as resources to meet local problems—can carry the war on human deprivation to final victory.

Senator MUSKIE's speech makes well the point that the burden of shaping and forming this relationship is not solely on the Congress or the Federal Government, but as well on the State legislative bodies. I ask unanimous consent that his remarks be printed in the RECORD at this point.

There being no objection, the speech was ordered to be printed in the RECORD, as follows:

THE STATE LEGISLATURES IN AN AGE OF CREATIVE FEDERALISM

(Address by Senator EDMUND S. MUSKIE, Democrat of Maine, chairman, Subcommittee on Intergovernmental Relations, Senate Committee on Government Operations, before the American Assembly on State Legislatures in American Politics, Harriman, N.Y., April 30, 1966)

Four months ago, in his State of the Union message to the Congress, President Johnson signalled what I hope will be a new dimension to the Great Society. He urged that we "move on to develop a creative federalism to best use the wonderful diversity of our institutions and our people to solve our problems and fulfill our dreams. Later in the budget message, the President described his interest in more specific terms.

He said that the success or failure of critical new programs depends largely on communications, and a readiness for action among Federal agencies in the field, and State and local governmental units. "We must open the channels of responsibility," he declared. "We must give more freedom of action and judgment to the people on the firing line. We must help State and local governments to deal more effectively with Federal agencies."

This recognition by the President of the need for a more flexible, but more efficient, approach to administering joint-action programs highlights one of the basic goals of "creative federalism." It represents a top-level awareness of the critical roles which State and local administrators and legislators must play in the economic and social development of this country. It represents full acceptance of the strategic positions which these officials occupy in implementing the 170 Federal grant programs now on the books. And it is a signal that this administration intends to cooperate with them and assist them in fulfilling their public responsibilities.

Many of us have been concerned for some time with improving the administrative relationships between Federal, State and local governments. Competent scholars have been studying and reporting on this subject for years. In 1955, a temporary commission (the so-called Kestnbaum Commission) completed a two-year study which was the most perceptive and comprehensive analysis of intergovernmental internal relations since the Constitutional Convention of 1787. In 1959, Congress authorized a permanent bipartisan Advisory Commission on Intergovernmental Relations composed of 26 members from the three levels of government and the public-at-large. During the past six years, this Commission has issued 28 reports containing 200 recommendations for improving State and local program administration and financial organization. Each year it issues a comprehensive legislative program with proposed drafts of bills for consideration by State legislatures.

There are two subcommittees in Congress making continuing investigations in this field. In addition, such well-staffed organizations as the Council of State Governments, the U.S. Conference of Mayors, the National Municipal League, the National League of Cities, and the National Association of Counties have developed comprehensive analyses of Federal-State-local problems, and are cooperating with State and local governments to assist them in modernizing their administrations.

Now is the time to bring together the knowledge and recommendations of these experts to define a positive program for encouraging State and local institutions to become active and effective partners in a creative federalism. Now is the time to update our intergovernmental relations.

I think it is well to emphasize that there is nothing academic or mysterious about intergovernmental relations, although some people tend to treat it as a classroom problem. Intergovernmental relations today directly involves people: their health, their homes, their jobs, their rights as citizens, and their security as free men. We can pass brave new programs to attack poverty, ignorance, urban blight, economic distress, and other human problems. And during the past two Congresses, we have enacted such programs. But the success of this legislation is only as good as the machinery which carries it to the people—in the fastest, most effective way possible. So we must turn the spotlight now on the procedures of government. We must take a hard look at the operating mechanism of our federal system of government to see where it is failing to meet the challenge of the 60's and of the decades to come.

We are concerned here with the role to be played by State legislatures in a creative federal system. It is a critical role—perhaps a major determinant of the future course of American federalism. A number of responsible authorities on our governmental system are saying that State governments are obsolete: that their administrative departments are non-professional and weak; that their legislatures more closely resemble an old-style one-ring circus, than a forum of government; and that their constitutions resemble more the Code of Hammurabi than a code for modern constitutional government.

One by-product of this distrust is that more and more Federal aid programs involving our metropolitan areas are by-passing the States because, frankly, the States have failed to meet their responsibilities to the urban municipalities. The report of the Senate Intergovernmental Relations Subcommittee on "The Federal System As Seen by State and Local Officials" unearthed a wide distrust of the States among mayors, county executives, and other local officials. And its later report, "The Federal System As Seen by Federal Aid Officials," revealed a corresponding sentiment among Federal middle-management administrators. A by-product of this distrust is the continuing hostility of public opinion toward State government and the sensational press accounts of alleged inaction and confusion, or worse, at State capitals. Unfortunately, the State legislatures must share a large part of the blame for this decline in the prestige and power of State governments.

As one whose political career began as a State legislator, and who moved on to be a governor, and now a United States Senator, I know that the critics have much on which to build their case. But I also know that State legislatures, as a *Detroit Free Press* editorial recently phrased it, "long have been the most abused of government operations." And I also know—especially with the completion of reapportionment—that the States can and must become viable, effective partners in the economic and social development of this country.

The die is indeed cast, and many State executive and legislative leaders know it. These officials are earnestly seeking to do something about it—because they recognize that the States are now running a $45-billion a year business, employing nearly two million workers. They know that if the States continue to ignore pressing public problems, the Federal Government will have to move in to help the communities involved. The incredible riots in Los Angeles, Chicago, and Philadelphia; the school problem in Boston; the subversion of the Head Start Program in Mississippi and in other States; and the abject condition of the rural poor throughout our country—these are not isolated situations to be left to local authorities for resolution. They are State problems; moreover, they are national problems. The States must step into the breach. If they do not they can claim only a junior partnership position in our federal system.

Why are State legislatures in trouble? Put simply, they are in trouble because their responsibilities have soared with every jump in population count, while their procedures, pay, professional assistance, and personnel are still geared largely to the small problems and small population of yesteryear.

The more naive among us have assumed that reapportionment automatically will correct this condition. They are wrong. All of us can take comfort in the fact that, as of January 1st of this year, 39 States had reapportioned both houses of their legislatures on the basis of population. And all of us should take comfort in the defeat of the Dirksen amendment two weeks ago. But equitable apportionment merely solves a quantitative problem; it does not necessarily solve the qualitative problems I have cited.

It does not solve automatically the problems of 31 States with biennial sessions.

It does not necessarily solve the problems of 33 States with time limits on their regular legislative sessions.

It does not raise the median biennial pay of approximately $2,500 in the 16 States using a daily scale.

It does not improve the $4,800 median biennial pay in the 34 States using a salary scale.

It does not provide offices or secretarial assistance for the State legislators.

It does not assure reorganization of the standing committee system along contemporary functional lines.

It does not strengthen inevitably the professional capability of the legislative reference services and councils in the 42 States which possess them.

It does not guarantee enactment of conflict-of-interest legislation in the States lacking them, nor effective lobbying statutes in the 24 lacking them.

In short, *Baker* v. *Carr* and the 60-odd reapportionment cases that have come in its wake do not meet directly the questions of improved procedures, better pay, less pressure politics and greater prestige. These are State issues that require State constitutional and statutory changes. Put more bluntly, they are reforms that only an aroused citizenry and legislature can enact.

Reapportionment ultimately will give the most dynamic sector of a State's population its fair share of representation. It will make State politics more competitive. It will probably produce a demand for greater governmental services. But all else is sheer conjecture.

"State legislatures," Chief Justice Warren wrote in the *Baker* v. *Carr* decision, "are, historically, the fountainhead of representative government in this country." If the fountainhead is to flow again, we must move beyond reapportionment. We must initiate the reforms that will convert our State legislatures into responsible and respected—as well as representative—deliberative bodies. What is more, we must recognize the impact the legislature exerts on the executive branch and the fiscal processes of the States. The "equal protection of the laws" guarantee of the Fourteenth Amendment will not pave the way to progress in these areas.

First there is the problem of the administrative organization and personnel management of the executive branch. Both are chiefly legislative creations. But most legislatures adhere to the view, as a recent study of Main's government phrased it, that "administrative fragmentation helps to make the executive agencies more responsive to legislative wishes and to popular needs . . ." The executive branch becomes thus a cluster of departments, boards, agencies, and commissions—in Maine, numbering more than 120. In the popular mind, it is headed by the State's chief executive; in fact, it is headed by no one in particular. In addition, all of the factors contributing to a professional civil service—a merit system, good personnel management, training opportunities, and competitive salary schedules—are determined primarily by the legislature. In this day of big government, big budgets, big revenues, and big grant-in-aid programs, a governor must have some of the tools of modern management at his disposal. Charismatic leadership soon evaporates in an administrative morass, and brokerage politics can put out only minor brush fires in a jurisdictional jungle. The State legislatures, in their statutory and amending roles, have a primary responsibility for correcting this condition. All efforts to create a genuinely creative federalism will fail unless the States put their administrative houses in order.

Second, there is the problem of State legislatures modernizing the machinery for preparing the State budget and developing a competent organization in the legislature to review it. We have accomplished this at the Federal level; no less should be expected of State governments if they are to remain strong partners in our federal system. This need is underscored by the fact that combined State and local expenditures are expected to reach the $120-billion mark by 1972.

Most State governors should be given a wider latitude over the extent to which programs should be funded. They should be given more positive authority in drafting the budget. They should be given a budget officer who is their own man.

Today we have the technology to program executive budgets into computers, to determine the cost-effectiveness of programs, to produce model alternate fiscal plans, and to provide for long-range budget planning. At the same time, cybernetics can keep the executive office informed on changing needs and developing problem areas. It would also provide the State executive with a mechanism for identifying and evaluating more than 170 Federal aid programs available to meet the States' special needs.

But let me make this clear. The assignment of a greater budget power to the governor's office can serve the best interests of the people only if the legislative phase of the process is handled with equal competence. I emphasize the word "equal." As of today, few if any State legislatures have developed a satisfactory mechanism for testing an executive budget. Albert J. Abrams, in a recent article in the *State Legislatures Progress Reporter*, noted that instead of doing something about this, State legislators have developed "a bad case of inferiority complex":

"They retreated fiscally, failed to bring in economists, engineers and budget analysts to help evaluate the governors' proposals and, in effect, abandoned control over the purse-strings. As a result, the imbalance between executive and legislative strength in fiscal policy-making has shriveled legislative power. The legislators generally are reduced to nit-picking, porkbarrel logrolling, frenzied, frustrated across-the-board budget slashing, or a polite "amen" to the governors' budgets."

Legislative committees must be staffed to ask the hard questions, to point up the inadequacies, and to provide the members with sufficient facts to make independent judgments and, where necessary, come up with better alternatives.

As a minimum requirement, legislatures should establish two new agencies to assist them in this field. First, a budget analysis agency should be created to apply cost-effectiveness concepts and to engage in regional and long-term budgeting. Second, a program audit center should be authorized to determine on a year-round basis whether executive agencies are carrying out prescribed policies, and to provide a management-type analysis of administration. A strengthened budgetary process is indispensable if the States are to marshal effectively their own revenues and those of the Federal Government for the critical years ahead. These reforms—in both the legislative and executive branches—are needed to achieve this goal.

The reform of State tax laws and financial procedures is a third basic area of serious intergovernmental concern. No subject for State legislature scrutiny is more important, more complex, more controversial. And none has generated greater attention at the other levels of government.

Ideally, two general principles should apply here: to obtain the maximum revenues possible to service the public needs of the people, and to do this in a manner which is fair and equitable to all persons affected. Unfortunately, the history of State constitutions and laws is filled with more examples of repudiation than of adherence to these principles. The result has been a spectrum of imbalances both in the procurement and the application of State and local financial resources.

Until these imbalances are corrected, it is meaningless to talk about Federal revenue sharing such as the Heller-Pechman proposal, or other unrestricted block grant schemes which could provide windfalls to some States and inequities to others.

What I am suggesting is that all States have a duty to insure a fair and balanced tax package across the board. The major State revenue source is still the yield from taxes levied on consumers. And broad-based progressive taxes still play only a minor overall role in State revenue systems.

Local property taxes are another source of intergovernmental fiscal concern. Such levies still provide nine out of every ten local tax dollars. They still provide nearly a third of combined State and local revenues. But they are not the exclusive problem of local

government. The performance of this tax at the local level clearly influences the capacity of localities to carry out their State-assigned duties and the States' allocation of their own revenues. The States' interest, therefore—and I might add the Federal Government's interest also—in the caliber of local property tax administrators is direct and inescapable.

Yet, most States have done little to force local tax officials to raise their assessments to the legal valuation standard, nor have they done much to equalize the existing assessments to a uniform percentage of market value. State legislatures must take a hard, critical look at their property laws. They must know precisely what the property tax situation is in each district, both with respect to the quality of assessment and collection, and to the utilization of the tax. They must change property tax laws to eliminate inequitable and unworkable restrictions, exemptions, and administrative procedures. They must guard against unequal distribution of the property tax burden. They must provide for greater centralization of assessment and collection. They must recognize the factors that undermine high standards of career assessors: popular election, part-time employment, uncertain tenure, required local residence, low pay, and the absence of legally-specified professional qualifications. And they should establish a State supervisory agency to improve property tax administration.

State and local governments increasingly assert that Federal taxes rob them of seriously needed revenues, and that the Federal Government should return more of its tax revenues on a general basis to these jurisdictions. They may have a point, but one thing is certain: such sharing should not even be considered until the States have taken every measure to obtain maximum revenue from all available sources and to equalize tax application and distribution.

The responsibility is squarely on the State legislatures to see that this is done.

WHAT THE FEDERAL GOVERNMENT CAN DO

In this era of creative federalism, the Federal Government is completely sympathetic to strengthening the States generally, and the State legislatures in particular. The contributions that revamped legislatures can make are fully recognized. The vital role that State administrators play is fully understood. The benefits of an up-to-date budgetary process are clearly perceived. The major contributions that a revamped system of State and local finances can make are of paramount concern. But the constitutional and statutory changes in these areas must come from the States themselves. And the focal point of this initiative inevitably must be the legislatures. There is where the real challenge lies.

The Federal Department, however, can contribute indirectly to this development. It can strengthen and coordinate its Federal grant-in-aid programs. It can place increasing emphasis on planning funds and technical assistance for the States and their localities, as the Departments of HEW, Labor, and Housing and Urban Development now are doing. It can enact the proposed Intergovernmental Cooperation Act of 1966 which I had the privilege of introducing last year and which passed the Senate unanimously last August 5th. It can simplify and make more uniform the disbursement of Federal grant funds to the States, as this legislation provides. It can eliminate requirements in grant legislation which restrict the governor's role in the budgetary process and impede State administrative reorganization, as this legislation authorizes. It can require that Federal aid programs be consistent with State and local urban plans, and it can help to strengthen State, regional and local planning, as this legislation is geared to do.

In terms of long-range action, the Federal Government can strengthen the machinery in the Executive Office of the President to provide a more effective means of coordinating and implementing the Nation's domestic programs, as my proposed National Council for Intergovernmental Affairs bill provides. It can assist State and local governments to upgrade the professional capability of their civil service, as my proposed Intergovernmental Personnel Act of 1966 authorizes.

But no matter how much help the Federal partner provides, no Federal legislation, no executive order, no administrative improvements of the Federal administrative establishment can get to the heart of most of the basic problems confronting State governments today. These involve State constitutional and statutory changes; a complete modernization of the taxing, financing, and administrative structure; and a deepening desire upon the part of the people for reform. This is as it should be.

Federalism, after all, implies a division of public authority and responsibilities. And federalism, in the long run, will be creative only if the people adopt this as their own goal.

Mr. MONDALE. On the day following his address, the American Assembly adopted the following recommendations. I ask unanimous consent that pages 4 through 12, containing the recommendations, with a list of the participants, be printed in the RECORD at this point.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

FINAL REPORT OF THE TWENTY-NINTH AMERICAN ASSEMBLY

(NOTE.—At the close of their discussions the participants in the Twenty-ninth American Assembly on *State Legislatures in American Politics* reviewed as a group the following statement. The statement represents general agreement; however no one was asked to sign it, and it should not be assumed that every participant necessarily subscribes to every recommendation.)

This is a decisive moment in the development of American politics. It provides an unprecedented opportunity to reevaluate the role of the states and improve their capacity to participate in the federal-state partnership.

The opportunity for positive action arises from the nationwide ferment stirred by the court decisions compelling reapportionment and by mounting concern over changing state participation in the federal structure. The fifty states are searching for the most effective means of making their part more constructive.

At the heart of this appraisal is an intensive re-examination of the state legislature—its functions, its powers and responsibilities, its structure, its procedures, its personnel—opening wide the possibility for fundamental change that can improve this basic institution of American democracy. The states should move with daring and imagination to strengthen the legislature in all its aspects to give it maximum effectiveness in the changing federal system. This focus on the state legislature by no means implies a derogation of the executive. Strengthening each branch strengthens all by contributing to a strong state government.

Reform should go beyond meeting minimum standards of fair representation and beyond changes that simply enable the legislature to do its tasks responsibly and well. We encourage a break with institutional features that now produce chronic weakness and popular distrust.

State legislatures have failed to meet the challenge of change because they have been handicapped by restricted powers, inadequate tools and facilities, inefficient organization and procedures, unattractive features that produce excessive turnover in legislative service and lack of public understanding and confidence and because legislatures themselves have been unduly timid in using the powers already in their possession to strengthen their role.

The states differ greatly among themselves in their natural settings, their social and economic life, their political party systems, and in their legislative habits and practices. Recognizing these differences, we offer the following recommendations as a guide for continuing efforts by the states to improve their legislatures.

1. In many states, legislatures operate under severe constitutional limitations on their powers. Provisions safeguarding the rights of individual citizens and basic procedural protections to insure the integrity of legislative processes should be preserved. Constitutions should, however, leave legislatures as unhampered as possible, encouraging the development of their own self-reliance. Constitutional limits on the taxing power, constitutional ear-marking of revenues, constitutional requirements that bond issues be submitted to popular vote, and other limitations on a legislature's power to appropriate public funds, and to address itself to public questions, should be eliminated.

2. Use of the popular initiative is inconsistent with representative government, except for the call of a constitutional convention. The referendum should not be employed to reverse legislative decisions or to evade legislative responsibility.

3. Enactment of private bills, bills affecting few persons, local and special bills should be minimized in state legislatures. The purposes of such bills, where possible, should be achieved through general legislation.

4. Because public problems often transcend state lines, legislatures should organize themselves to communicate effectively with other state legislatures and agencies of government, and be willing to authorize participation in intergovernmental and regional programs.

5. As the principle of "one man, one vote" is applied, innovations in districting policies to improve patterns of representation are desirable. Districting problems vary greatly from state to state and from area to area within states. Creative use of single-member districts and multimember districts, alone or in combination, may help solve problems of fair representation, especially in urban areas.

6. State constitutions should provide for periodic mandatory reapportionment. When initial responsibility for reapportionment is vested in a legislature, the authority and duty should be placed in a non-legislative agency to effect the reapportionment should the legislature itself fail to do so.

7. Adoption of a unicameral legislature may prove fruitful in some states. A small unicameral legislature may be especially appropriate in states where the cost of legislative operations is burdensome. Apportionment on the basis of "one man, one vote" has removed one of the historical justifications for bicameral legislative systems. In bicameral systems, states should provide, in applying the principle of "one man, one vote," for differing methods or patterns of representation in the two houses.

8. Legislatures should be of a size to make the position of legislators more important and visible. To permit individual participation, effective deliberation, full staffing, and adequate compensation, legislatures should be no larger than fair representation requires. We believe that in many cases in the United States legislatures are larger than desirable.

9. To develop more responsibility in legislative performance, and more independence, legislatures should be continuing bodies

meeting in annual plenary sessions, without limitation of time or subject. Legislatures should be empowered to call themselves into session.

Turnover in office in a representative assembly is inevitable. Electorates change, age takes its toll, members seek other public positions. We are not concerned with this normal attrition. We are concerned about well qualified legislators who voluntarily drop out from service because of the frustrations of legislative life.

Since legislators cannot perform with maximum effectiveness or function in proper balance with the executive branch unless there is continuity of experience among their members, ways should be found to reduce these frustrations. The following recommendations seek to do this.

10. Demands on the time of legislators are mounting in all states. Just as the burdens of legislative service have increased so should compensation and other benefits. Properly incurred expenses should be fully reimbursed.

11. Legislatures should address themselves to the important problems of campaign costs. Both the Congress and state legislatures should consider adoption of tax incentives such as limited tax credits and deductions, to encourage widespread popular financial support of candidates and parties. We also urge the exploration of the possibility of government financing of legislative campaigns.

12. Competent professional staff should be provided the legislature, including staff for the leadership, both majority and minority. Adequate secretarial and professional services should be available to members, both in the capital and in home districts when offices are provided there. Where legislative councils exist, they too should be properly staffed. And competent, professional staffs should be provided, on a year-round basis, for at least the most important committees.

In addition, legislatures should provide central services, including bill drafting, law revision, legislative library and reference services. Such central services should be staffed by professional personnel employed on a permanent non-partisan basis.

By providing these staffs the legislative branch will improve its ability to develop programs, undertake research, exercise oversight, analyze and evaluate the executive budget, insure effective post-audit, and interpret and communicate its activities. Legislatures should not encroach upon day-to-day operations or upon the responsibilities of the executive branch.

13. State legislators should be provided adequate offices and equipment in the state capital and, where appropriate, in home districts. In addition, legislative committees, especially those with important year-round responsibilities, should be properly house and equipped.

14. State legislatures should utilize a strong system of standing committees, few in number, with broad well-defined jurisdictions. Committees in both chambers of two-house legislatures should have parallel jurisdiction to permit joint hearings. The committees should, as far as possible, reflect the major functions of state government. Bills should be assigned to committees by subject matter. Where feasible committee memberships should be proportional to the number of each party in the legislature and each party should be responsible for making committee assignments of its members. The number of committees, their jurisdictions and the rules for reference should be determined by a committee on committees. Committees should meet regularly in open sessions, and in executive sessions when necessary, hold hearings, and publish reports when appropriate. All committee decisions should be made in open sessions.

15. To expedite consideration of legislation, devices consistent with adequate opportunity for debate and deliberation should be adopted. These include prefiling, the consent calendar, electronic voting, fiscal notes, and reproduction of documents by modern techniques.

16. Increasing connections between public and private life have led to public concern over conflicts of interest.

Efforts to define and control conflicts of interest have satisfied neither the public nor the legislatures. We recommend:

First, codes of ethics should be adopted, applying to career, appointed and elected public officials, in all branches of state government.

Second, ethics committees or commissions should be created with advisory, review, and investigative functions which should extend to the activities of lobbyists.

Third, all instances of corruption should be vigorously prosecuted.

17. Vigorous party organizations should be encouraged within a state and its legislature. Well organized majority and opposition parties contribute to effective and responsible legislative performance. Organization of the legislature should be on a partisan basis in two-party states and the majority party should elect all officers except the officers and leaders of the minority party.

18. Legislative service will become more attractive when the public better understands the importance of legislatures in a democratic society. To improve this understanding, and to enhance the prestige of legislative service, programs should be undertaken to interpret the functions of state legislatures to and through mass media, and educational and civic institutions.

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Douglas Scott, Harriman Scholar, Columbia University.

Harold S. Shefelman, Roberts, Shefelman, Lawrence, Gay & Moch, Seattle.

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*Delivered formal address.

†† Rapporteur.

Robert Sherrill, *St. Petersburg Times*, Florida.

Robert F. Steadman, Director, Committee for Improvement of Management in Government, CED, Washington, D.C.

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Belle Zeller, Professor of Political Science, Brooklyn College.

Mr. MONDALE. I hope there follows throughout the country a thoughtful and spirited discussion of the recommendations of the assembly. We all know that our State legislatures badly need strengthening. I understand that, in addition to the American Assembly, several other groups will promote discussion and consideration of these recommendations. These include the newly formed Citizen's Conference an State Legislatures, the National Municipal League, the Advisory Commission on Intergovernmental Relations, and the Council of State Governments.

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COORDINATING FEDERAL GRANT PROGRAMS

(Mr. FOUNTAIN (at the request of Mr. PATTEN) was granted permission to extend his remarks at this point in the RECORD and to include extraneous matter.)

Mr. FOUNTAIN. Mr. Speaker, I want to bring to the attention of my colleagues a very perceptive address made recently by Mr. Harold Seidman, Assistant Director of the Bureau of the Budget, before the National Legislative Conference held in Portland, Maine. Mr. Seidman stressed the urgent need for coordinating the 170 grant-in-aid programs now administered by 21 different Federal departments and agencies. In emphasizing the central role of State and local government in the administration of these programs, Mr. Seidman said:

The function of establishing State, regional or local goals, developing comprehensive plans, and determining priorities among grant proposals in terms of these goals and their relationship to comprehensive plans and financial restraints is and should remain a local, not a Federal, responsibility. I am convinced that if this job is performed well at the local level it will contribute more to the effective coordination of programs at the Federal level than any other action that could be taken.

He also observed:

The Federal Government has a direct obligation, in turn, to scrutnize its policies, organization and operations from the viewpoint of their impact on State and local organization and administration. The studies of the Subcommittees on Intergovernmental Relations of the House and Senate Committees on Government Operations and the Advisory Commission on Intergovernmental Relations have made major contributions in this regard. Their findings provide no grounds for Federal complacency.

The text of Mr. Seidman's address follows:

COORDINATION OF FEDERAL GRANT-IN-AID PROGRAMS

(Address of Harold Seidman, Assistant Director for Management and Organization, U.S. Bureau of the Budget, before the National Legislative Conference, Portland, Maine, Aug. 18, 1966)

In ancient times alchemists believed implicitly in the existence of a "philosopher's stone" which would provide the key to the universe and, in effect, solve all the problems of mankind. The quest for coordination is in many respects the twentieth century equivalent of the medieval search for a philosopher's stone. If only we can find the right formula for coordination, we can reconcile the irreconsilable, harmonize competing and wholly divergent interests, overcome the irrationalities in our government structures, and make the hard policy decisions.

We are prone to forget that coordination is not neutral. To the extent that it results in mutual agreement or a decision on some policy, course of action, or inaction, inevitably it advances some interests at the expense of others, or more than others. It assumes at least some community of interests with respect to basic goals. Without such a community of interests, there can be no effective coordination. Coordination contains no more magic than the philosopher's stone. It does contain, however, a good deal of the substance with which the alchemists were concerned—the proper placement and relationship of the elements to achieve a given result.

Coordination difficulties are merely the symptoms of much more deeply rooted problems. Unless we have the courage to face up to these basic problems, our efforts to produce cooperation and reduce tension and conflict through new or improved coordinating devices inevitably will be doomed to failure. The core of the problem, as described by Senator EDMUND MUSKIE, Chairman of the Senate Subcommittee on Intergovernmental Relations, is "the difficulty of managing 170 grant-in-aid programs in the 21 different Federal departments and agencies and in over 92,000 units of government throughout our 50 States—counties, municipalities, townships, metropolitan areas, independent school districts and other special districts." If this complex system is to work and we are, in President Johnson's words, "to develop a creative Federalism to best use the wonderful diversity of our institutions," each of the partners in the Federal system must have the capability and the willingness to do his part of the job.

The Federal grant-in-aid is the means by which our system of government is distinguished from every other major power in the world. We have elected as a nation to finance and administer cooperatively with State and local governments a host of essential programs to achieve national objectives, rather than to rely primarily on direct Federal operations. This is no recent development but one which has its roots in the midst of the Civil War when the Morrill Act of 1862 established our present land grant colleges.

In part, our current problems are the natural consequences of rapid growth in the size, number and variety of Federal grant-in-aid programs. In the last ten years Federal aid to State and local governments will have more than tripled, rising from $4.1 billion in 1957 to an estimated $14.6 billion in 1967. In the same ten-year period, expenditures by State and local governments from their own funds will have more than doubled. State and local governments are hard put even to keep track of the almost 400 subcategories or separate authorizations for the expenditure of Federal funds under various grant-in-aid programs.

Size and complexity, however, will present problems only so long as we refuse to adjust to change and to provide the necessary management capability. We cannot expect to manage successfully a multi-billion dollar enterprise with a management system suited to a country store. Measures have been taken at the Federal level to modernize the executive branch structure and to give the chief executive and the principal department and agency heads under him the authority and staff resources to manage the programs for which they are responsible. Notable landmarks are the Budget and Accounting Act of 1921, which provided for an executive budget, the establishment of the Executive Office of the President in 1939, and the more than sixty reorganization proposals recommended by Presidents Truman, Eisenhower, Kennedy and Johnson which have gone into effect since 1949. Strong central direction and management are now indispensable not only in Washington, but also in the State capitals, city halls and county seats, if we are not to be trapped hopelessly in what Senator MUSKIE has aptly called "a management muddle."

A true partnership cannot exist if one partner is strong and the others are weak. If State and local governments are to be equal partners with the Federal Government in achieving a full and creative federalism, they must overcome the fragmentation of authorities within their jurisdictions and give their principal executives the necessary authority and resources to manage and bring some cohesiveness into the present system. The fragmentation of Federal grant programs in some degree mirrors the fragmentation of authorities at the local level. As a recent study of a northeastern State government phrased it, the view persists that "administrative fragmentation helps to maks the executive agencies more responsive to legislative wishes and to popular needs."

There are actions the Federal Government can and must take to improve and modernize the present operation of the Federal system. But can such actions be fully effective if not accompanied by comparable actions by our partners at the State and local level? Can our current needs be met when 31 States continue to hold biennial legislative sessions; 61 percent of the mayors in cities of 100,000 to 500,000 population serve part time; only one county in 100 has a full-time county manager?

I do not share the pessimistic view expressed in the report of the Committee on Economic Development on "Modernizing Local Government" when it stated:

"American institutions of local government are under an increasing strain. Well designed, by and large, to meet the simpler needs of earlier times, they are poorly suited to cope with the new burdens imposed on all governments by the complex conditions of modern life. Adaptation to change has been so slow, and so reluctant that the future role—even the continued viability—of these institutions is now in grave doubt."

I have a deep faith in the strength and viability of our State and local government institutions, but we will postpone further urgently needed reforms at our peril.

Coordination of Federal grant-in-aid programs is a complex and continuing process involving vertical and horizontal communications among and between Federal agencies, State and local governments and their various agencies and actions at each level of government separately and in conjunction with other levels. I have stressed the need for improvements at the State and local level, because I believe the role of State and local governments in this process is crucial. Federal laws set the objectives and establish the ground rules, but the Federal Government cannot make a grant until a local agency initiates action either by providing matching funds or applying for Federal project funds. Without local initiative the programs are inoperative.

The function of establishing State, regional or local goals, developing comprehensive plans, and determining priorities among grant proposals in terms of these goals and their relationship to comprehensive plans and financial restraints is and should remain a local, not a Federal, responsibility. I am convinced that if this job is performed well at the local level it will contribute more to the effective coordination of programs at the Federal level than any other action that could be taken. I am aware of the enormous obstacles which confront State and local governments in performing this responsibility. Federal laws and regulations often complicate the problems. Many communities have no mechanism for collecting current information about the flow of Federal grant funds into their local agencies, much less for coordinating such programs.

I am encouraged, however, by a number of significant developments. Some 28 State governments have established means for an overall consideration of their participation in Federal grant programs. New Jersey, New York, Tennessee, Washington, Alaska and Rhode Island have established State Offices of Urban Affairs for continuing review and attention to problems of local government finance, structure, organization and planning. The National Association of Counties is actively engaged in persuading county governments to establish Federal aid coordinators, and over 150 have already done so.

The effectiveness of these coordinators will be limited, however, if they conceive of their job solely as a device to facilitate access to the Federal Treasury and not, in the first instance, to coordinate and provide for the establishment of priorities among county applications for Federal grants. I understand that a number of cities are also creating offices to coordinate Federal aid programs. The establishment of Councils of Governments representing elected officials of general units of government within a region is also a hopeful development and is calculated to facilitate regional planning and coordination.

The Federal Government has a direct obligation, in turn, to scrutinize its policies, organization and operations from the viewpoint of their impact on State and local organization and administration. The studies of the Subcommittees on Intergovernmental Relations of the House and Senate Committees on Government Operations and the Advisory Commission on Intergovernmental Relations have made major contributions in this regard. Their findings provide no grounds for Federal complacency.

The Federal Government needs, in cooperation with its State and local partners, to develop a consistent and coordinated attack on several key problem areas.

1. We must clear some of the brush out of what has been called the Federal grant-in-aid jungle. The profusion of categories and subcategories of Federal grants constitutes perhaps the single most important source of management and coordination problems. We can no longer afford to establish matching formulas on a case-by-case basis without regard to any general standards or criteria. We need greater consistency in the organizational and administrative requirements imposed by Federal law and regulations and should make certain that differences genuinely reflect special program needs, not merely historical preferences and administrative biases. Means must be devised to provide a more effective input by the general managers, not just the specialists, into the development of Federal regulations. The Bureau of the Budget is tackling the problem of competing and overlapping planning requirements, and we expect to complete our study early this fall. We are also working with the National Association of State Budget Officers to identify Federal grant-in-aid requirements impeding State administration and to simplify accounting and auditing requirements.

2. We are making progress, but much more needs to be done to improve communications both among Federal agencies and with the heads of general units of local government. The President has designated the Vice President and the Director of the Office of Emergency Planning to act as his liaison with mayors and governors, respectively. Federal Executive Boards established in our major Federal centers are doing much to facilitate communication and are making a special effort to work closely with State and local governments. The Bureau of the Budget supports S. 561, the Intergovernmental Cooperation Act, which, among other objectives, provides for a more effective flow of data to governors and State legislatures.

3. The Federal Government can and should do more to support efforts to enhance the quality of State and local administration. The President has directed the Bureau of the Budget and the Civil Service Commission to advise him on measures to provide Federal support to programs for training State and local officials.

4. We need to adapt our Federal organization structure and coordinating arrangements to current requirements. Peace treaties among overlapping and duplicating programs at best can offer only temporary relief. Government by committee is a danger to be avoided. The executive order issued only last week by President Johnson assigning to the Secretary of Housing and Urban Development the responsibility to act as a "convener" marks a significant new approach. The Secretary is given the duty to convene special working groups composed of the appropriate Federal agencies involved to identify urban development problems of an interagency or intergovernmental nature, and to promote cooperation among Federal departments and agencies in achieving consistent policies, practices and procedures. The "metropolitan desk" concept being developed by the Department of Housing and Urban Development also has considerable promise.

5. Finally, and by no means least, we must update our Federal field structure. As President Johnson stated in his Budget Message: "We must strengthen the coordination of Federal programs in the field. We must open channels of responsibility. We must give freedom of action and judgment to the people on the firing line."

Any partnership, like a marriage, can never be entirely free of stresses and strains. If kept within reasonable bounds, conflict and tension can be creative, not destructive. We all face some difficult tasks in making creative federalism a practical reality. Working together I am confident we can move forward toward President Johnson's goal of a "Great Society."

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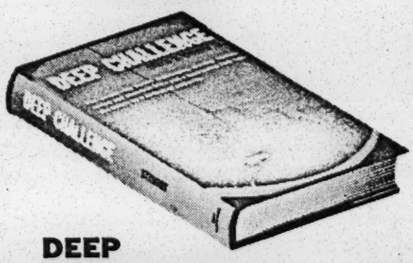

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BOOKS

The Manpower Debate

EDWARD T. CHASE

STRUCTURAL UNEMPLOYMENT AND AGGREGATE DEMAND, by Eleanor Gottesfocht Gilpatrick. *The Johns Hopkins Press. $8.50.*

Only those with short memories can look with equanimity upon Miss Gilpatrick's analysis of unemployment in the twenty years ending in 1965. With the unemployment rate rising to a dismaying 7.1 per cent five years ago and persisting at just under six per cent for several years, remaining at double that for Negroes generally and as high as eighty per cent for Negro teen-agers in major cities, joblessness has been *the* contemporary nightmare for millions of Americans. The unparalleled affluence of the bulk of the population has only served to heighten this misery.

Yet overnight, as it seems, with the important exceptions of Negroes and youth, the manpower problem has become one of actual spot shortages of qualified workers. A combination of successful fiscal and monetary policies—the "new economics" of tax cut and eased credit —and the Vietnam war has created the effect of an overwhelming aggregate demand that now threatens inflation. It is this very rapidity with which the picture reversed itself that warns us how volatile the manpower situation can be in an unplanned market economy subject to accelerating technological change and to whirlwind shifts in international affairs.

This phenomenon has an unusual feature. For once in our history, these developments did not occur in an intellectual vacuum or amid governmental indifference. On the contrary, for the past half-dozen years there has been an extraordinary debate in academic and government circles. It has focused on the issue of whether increased aggregate demand was sufficient by itself to conquer unemployment or whether a substantial residue of our unemployment was structural, impervious to fiscal and monetary action and remediable only through worker retraining and relocation.

ALMOST at once the manpower debate became entangled with two things: the related debate over how the United States could improve its laggard (compared with Western European and Japanese) growth rate of the 1950's and early 1960's, and the civil-rights aspect of Negro joblessness. The consequence was a rise

in the temperature of the debate that polarized opinion between the structuralists and the aggregate-demand faction. Miss Gilpatrick deplores this as obscuring the realities.

The structuralists cited U.S. Commissioner of Labor Statistics Ewan Clague's confounding demonstration that in recent times, unlike in any past period, the number of long-term unemployed (more than six months) *increased* in boom and slump alike. At midyear in 1953, they numbered 58,000, or 3.7 per cent of all unemployed; in 1957, they numbered 260,000, or 9.6 per cent; in 1960, 411,000, or 11.9 per cent; and in 1963, 643,000, or 15.8 per cent. The word "automation," always loosely defined, began to appear increasingly in articles on jobs and technological change. Robert Theobald, to this day the most fervent of the structuralists, rallied prominent intellectuals to his banner when he created the now-famous manifesto of the Ad Hoc Committee on the Triple Revolution, forecasting disastrous unemployment (date unspecified) and calling for a Federally guaranteed minimum income for all, a concept now reaching faddist proportions in some circles. Professor Charles C. Killingsworth of Michigan State, the leading academician in the debate, battered away at the Council of Economic Advisers with formidable statistics and arguments to challenge their considerable though not unlimited faith in aggregate-demand policies. Senator Joseph S. Clark's Employment and Manpower subcommittee held eight months of hearings in 1963 that provided a collection of materials on manpower so great that we will be seeing books emanate from it for years. Organized labor made the shortened workweek (to spread jobs around) its prime goal. And the advent of the anti-poverty war, the radically enlarged Federal budgets for education (including vocational education), and such legislation as the Manpower Development and Training Act testify to Congressional responsiveness to the pressures and cogency of the structuralists' case.

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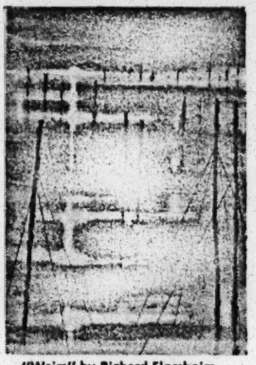

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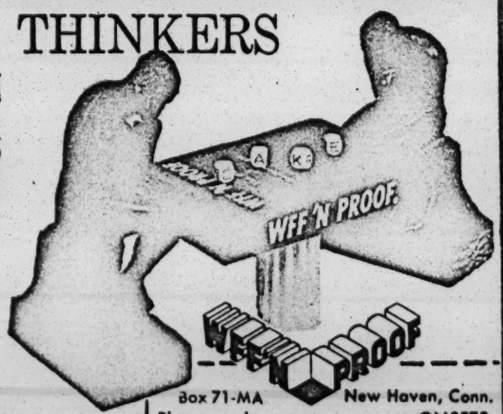

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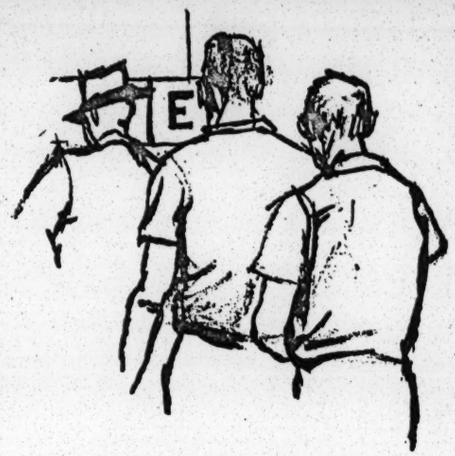
at least, the structuralists have been routed. Charles Silberman, who typifies the attitude of the hardheaded skeptic toward the Theobald clique, showed in a celebrated series of articles in *Fortune* that blue-collar factory workers, thought to be most vulnerable to structural change, benefited disproportionately in the boom following the tax cut and the expansion of the Vietnam war. Most importantly, the report of the

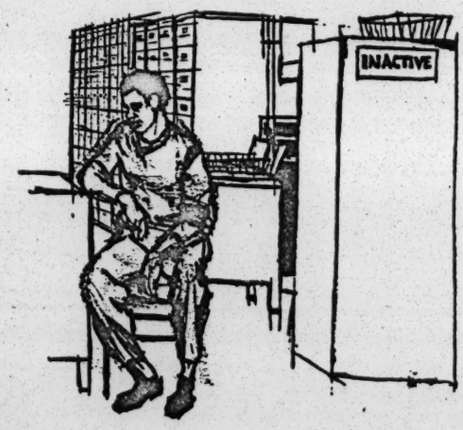


President's National Commission on Technology, Automation and Economic Progress, a blue-ribbon group created by Congressional action, emphasized that the alarming unemployment rate of the 1950's and 1960's "was the consequence of passive public policy, not the consequence of an excessive pace of technological change."

In the book at hand, Miss Gilpatrick says, in effect: Don't be too sure. Adequate aggregate demand *is* an essential condition for effective full employment, but it isn't sufficient alone. There is the chronic plight of the Negro, the aged, and youth, of the undereducated generally and the geographically isolated. Then there is also the threat of economic malaise (and hence potential rising unemployment) if too strenuous application of aggregate-demand measures in an effort to rescue the hard-core jobless should cause inflation. Miss Gilpatrick rightly stresses the persistence today of the classic economist's ancient error of assuming the homogeneity of labor, the notion that all laborers are endowed about equally. "This notion of labor," said the Chicago economist Theodore W. Schultz in a notable address, "was wrong in the classical period and it is patently wrong now." From the viewpoint of policy, the point here is that, besides stimulating demand, government has an equal imperative to improve the operation of the labor market. This involves reforms in education and retraining, job and worker relocation, a more efficient national employment service, and the co-operation of industry with that service in supplying information on job vacancies.

Miss Gilpatrick observes that the Vietnam war has obscured the issue of the extent of structural unemployment because, being a conventional (non-nuclear) war, it calls on "the very skills and industries which faced structural decline, namely production workers in durable goods production." She is a Galbraithian in seeing the relative squalor of the public sector as a key opportunity to reduce structural unemployment. "It is our good luck," she writes, "that public civilian needs with regard to social investment and services are also in harmony with the surplus labor skills for which money spent to fill these needs would generate employment." She recommends that it be Federal policy that one per cent of the labor force, more than 700,000 workers, be retrained annually to meet changing job requirements. (Labor Department studies show that today's worker can anticipate at least three different careers in his lifetime, so rapid is technological change.) Seven hundred thousand may sound like a modest number, but this is more than triple the number trained annually under the Manpower Development and Training Act programs. The hope is that not only will retraining prevent unemployment but that it will also spur economic growth by preventing skill shortages. In discussing worker relocation, Miss Gilpatrick notes that firms underwrite shifts by engineers and management but not by bench workers, those least able to bear such costs. She urges relocation allowances, comparable to those of the highly effective Swedish employment service. With respect to the Negro job problem, her studies persuade her that "nothing short of a massive program to undercut the atmosphere of futility in the Negro ghetto will do." To this end she calls for government *guaranteed* job placement at the end of job-training programs.

So this comprehensive, rigorously argued, and statistically impressive study concludes with a plea for a radical innovation in American economic planning in the manpower area. It is a recommendation altogether consistent with the intent of what is perhaps the nation's most important legislation since the war, the Employment Act of 1946, obligating the government to ensure full employment. I am reminded of a remarkable speech at the beginning of the Manpower Development and Training Act program by the then Secretary of Labor, Arthur Goldberg, in which he envisioned this first great manpower measure of the postwar period as helping to enable the young "to have *a future by design*, not chance." Goldberg was fired with the conviction that government planning must modify the fortuitous cruelties of the labor market. Today, Theobald's demand for the negative income tax and the guaranteed income sounds extreme, but in fact we are already



approaching them as manpower policies become more rationalized. The report of the President's National Commission on Technology, Automation and Economic Progress similarly calls for government jobs for all employables via public works whenever the private sector does not suffice. Perhaps now, twenty years after its passage, the nation finally is readying itself to fulfill the pledge of the Employment Act.

gyit = get you in trouble

Introduction

I People have studied, restudied, criticized, and despaired over state governments long enough. It is clear beyond any doubt that life, liberty, and pursuit of happiness in the 20th Century depend on how well state governments do the jobs which have long been theirs to do and how quickly they move into new jobs which are quite naturally theirs to undertake. which jobs are they?

People have said gyit

~~Undeniable as this fact is,~~ gyit many well-intentioned people have obscured ~~it~~ the minor role of st govts by trying to invent thousands of ways to cope with our domestic problems without using state governments. ~~They~~ Such people would defend themselves by launching into an unbearably long list of the inadequacies of state governments from their rural-dominated to their cumbersome ~~constitutions~~ and would explain that in the face of pressure for a job to be done, they had to find some intergovernmental, non-state way to do it. (See discussion about anti-state bias in the Economic Opportunity Act, Intergovt. Relations, pp. 75-94) You still need examples here.

Defend the limited role of st govts

Their position is understandable but altogether unfortunate, for they have fed the very malady that made the non-state activity necessary. Offering only disparagement to an already beleaguered government encourages that government, as it would any organization, to entrench itself even further in its bad habits. Need examples here. Then one day, a few people discover that the intergovernmental, non-state machinery that they have devised will not work without the cooperation of the state government! Need examples here.

start here ~~This paper addresses itself to~~ state governments in the South. ~~The people living in this region~~ are wrestling with a domestic problem which cannot be settled without using ~~the~~ state power and influence. ~~of state government~~. This problem is how to include the Negro Southerner in the activities ~~already~~ underway and those being planned to equip Americans so that they will be prepared for and able to control the highly technical-competitive-urban society presently developing in this country.

~~This paper recognizes at the outset~~ that becoming equipped for the latter half of the 20th Century is particularly difficult for all Southerners,

Negro and white, ~~because~~ since a Southerner's chance of being poor is roughly twice that of a person living in the rest of the country. Give further statistics here. In addition, the South contains almost half of the nation's poor. (p. 8, 13, Intergovt.)

To focus attention on the Negro, however, is necessary for several reasons. First, Negroes continue to be those people most deeply entrenched in the cycle of poverty and, thus, least able to help themselves. Figures for 1962 show that 60.6% of the South's Negro families earned less than $3,000 a year, compared with 25.2% of the South's white families. This disparity is equally evident in the figures for individuals not living in families: 73.1% of Negro Southerners earned less than $1,500 a year, compared with 48.7% of white Southerners. These figures are especially serious for those seven Southern states that have a Negro population ranging from 22% to 42%. Do the other Southern states have more Negroes? fewer?

It is not doing the Negro an injustice to recognize his poverty as a special case. Most Negroes have had very little reason to believe that studying and working hard would get them anywhere. Site sources here. (such as an SEC study) They have had to confront this debilitating reality day after day to a degree far greater than any other minority group in this country. The appropriate reaction of the state to any apathy, self-hatred, or lack of confidence which may characterize some Negroes is to provide for them the experiences that anyone needs from his government to develop self-respect. which are what?

you haven't described it yet

Secondly, it is politic for state governments to recognize that more and more Negroes are learning to make the distinction between absolute and relative progress. They now understand that, as one writer explains,

> the Negro's earnings rise, but the white man's rise faster; his educational opportunities improve, but the white man's improve faster; his housing improves slightly while the white man's improves greatly. It is an end to 'second pickin's,' the closing of the gap, 'democratization of the spoils,' and a full and equal share in the rights, privileges, and opportunities of the 'American way of life' that is the main objective of these excluded Americans.

p. 209, Empl., Pov., & Poverty.

And this objective is coupled with a voting strength that has already proved decisive in a number of recent elections in the South. Give examples.

Thirdly, when state governments make changes in the quality and extent of services offered to the Negro, they will find themselves making changes--sooner than they otherwise could have--in the quality and extent of services offered to every Southerner. Give example. Working on the unmet needs of the Negro has a way of making more visible the same unmet needs of the white population. Again example State governments can take advantage of this kind of catalyst to reexamine in general the adequacy of their present educational programs, their housing and urban renewal efforts, and their plans to deal with the changes occurring in the structure of employment in this country.

People have studied, restudied, criticized, and despaired over state governments long enough. It is clear beyond any doubt that life, liberty, and pursuit of happiness in the 20th Century depend on how well state governments do the jobs which have long been theirs to do and how quickly they move into new jobs which are quite naturally theirs to undertake. Undeniable as this fact is, many well-intentioned people have obscured it by trying to invent thousands of ways to cope with our domestic problems <u>without</u> using state governments. They would defend themselves by launching into an unbearably long list of the inadequacies of state governments and would explain that in the face of pressure for a job to be done, they had to find some intergovernmental, non-state way to do it. Examples (Discussions about FDA - anti-state bias) 75-94 Their position is understandable but altogether unfortunate, for they have fed the very malady that made the non-state activity necessary. ~~Lack of trust and confidence in~~ Offering only disparagement to an already beleaguered government encourages that government, as it would any organization, to entrench itself even further in its bad habits. Then one day, a few people discover that the intergovernmental, non-state machinery that they have devised will not work without the cooperation of the state government!

This paper addresses itself to state governments in the South.

The people living in this region are wrestling with a ~~[illegible]~~ domestic problem which ~~cannot be settled without using the legislative, administrative, and judicial tools of state government.~~ the energy of a revitalized state govt. directed toward it. needs all the attention that ~~your~~ the states can give it. This problem that Southerners face is how to equip themselves ~~and their economy~~ so that ~~they~~ the will be ~~able to adjust to and enjoy~~ the ~~kind of~~ society presently developing in this country. prepared for & able to control highly technical-competitive-urban

This paper recognizes at the outset that this southerner's problem is particularly difficult for ~~the South~~ all southerners because ~~it is its pop. has almost twice as great a chance to be poor as the pop. in any other region of the country.~~ negro ~~black~~ white,

(over)

almost half of the nation's poor ~~are in the South~~ because and a Southerner's chance of being poor is roughly twice that of a person living in ~~the rest~~ ~~any other region~~ of the country. p. 130 Invisible Poor

In addition, almost half —

it contains

~~&~~ This problem is how to include the Negro Southerner in the ~~efforts~~ activities already underway & those being planned to equip ~~the Negro~~ ~~all Southerners~~ ~~every citizen~~ Americans

$\frac{3.5}{14.4}$

$\frac{6}{14} = \frac{3}{7}$

~~the concentration on the Negro~~

~~in all the efforts to develop the Southern region~~

~~to include the special difficulties of the Negro Southerner~~

becoming equipped for the latter half of the 20th C.

This paper addresses itself to state governments in the South. ~~The people living in this region are wrestling with a domestic problem which needs all the attention that the states can give it.~~ This problem is how to include the Negro Southerner in the activities already underway and those being planned to equip Americans so that they will be prepared for and able to control the highly technical-competitive-urban society presently developing in this country. ~~the direction~~

This paper recognizes at the outset that this problem is particularly difficult for all Southerners, Negro and white, because a Southerner's chance of being poor is roughly twice that of a person living in the rest of the country. In addition, the South contains almost half of the nation's poor, ~~are in the South.~~ (P. 8, 13 of Intergov.)

~~all the power & influence of state~~

~~without directing to it the energy of a revitalized state government.~~

The people living in this region are wrestling with a domestic problem which cannot be settled without ~~directing to it~~ using the power and influence of state government.

~~Concentrating on the Negro~~ It is only just to

Negro won't cost
negro poverty
everyone's good. – changes that state gov'ts can
~~initiate~~ to aid the Negro imp
make in the quality of services for the Negro —
the same

To focus attention on the Negro, however, is necessary for several reasons. First,

~~Negroes have been had very little reason to believe that adding working hard could get them anywhere.~~

~~Next, when ed. & other institutions which provide a~~

This paper addresses itself to state governments in the South. The people living in this region are wrestling with a domestic problem which cannot be settled without using the power and influence of state government. This problem is how to include the Negro Southerner in the activities already underway and those being planned to equip Americans so that they will be prepared for and able to control the highly technical-competitive-urban society presently developing in this country.

This paper recognizes at the outset that becoming equipped for the latter half of the 20th Century is particularly difficult for all Southerners, Negro and white, because a Southerner's chance of being poor is roughly twice that of a person living in the rest of the country. In addition, the South contains almost half of the nation's poor. (p. 8, 13, Intergov.)

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It is not doing the Negro an injustice to recognize his poverty as a special case. Most Negroes have had very little reason to believe that studying and working hard would get them anywhere. They have had to confront this debilitating reality day after day to a degree far greater than any other minority group in this country. The appropriate reaction of the state to any apathy, self-hatred, or lack of confidence which may characterize some Negroes is to provide new experiences which can reshape these personality traits.

Emory

Louise Cole

State govts. been

~~People~~ have studied, restudied, criticized, and despaired ~~over state governments~~ long enough. It is clear ~~beyond any doubt~~ that life, liberty, and the pursuit of happiness in the 20th century depend largely on how well state governments perform ~~do the~~ jobs which have long been theirs to do and how quickly they move to ~~into~~ new tasks ~~jobs~~ which are quite naturally theirs to undertake.

Look at a few responsibilities of state government--direction of the public school system and special education activities, highway and other public works construction, public assistance programs, housing programs, participation in the anti-poverty program, administration of public health facilities, various kinds of technical assistance to local governments, administration of agricultural programs, promotion of industrial development and manpower training, regulation of state and local taxation and other fiscal powers, and seeking federal aid to help accomplish these and other tasks. State governments have a principal part to play in the urban and rural development of this country.

proposed

In these tasks, State govts have responsibility in initiating programs, supervising standards, and in providing ~~financial~~ adequate funding

Now look at a few facts about the southern economy. In 1964, average per capita personal income in the South was $1,909 compared to $2,550 in the U. S. as a whole. Of the ten states which ranked lowest in per capita income, nine were southern states. Median family income for the South in 1964 was $5,327; for the other regions of the country, it was $7,121. None of the southern states exceeded or equalled the 1965 national gross average weekly earnings of factory production workers of $107.53. 1963 data show that the South contained almost half of the nation's poor, more than ~~in~~ any other region, and the probability of a Southerner's being poor was roughly twice that of a person living in the rest of the country.

Fla? Ga?

What about the supply of trained labor in the South? Only 35.3% of persons 25 years old and over have completed 4 years of high school or more. The percentage of such persons

no other section falls behind

for the U. S. as a whole is 41.1, and the northeast, north central, and western sections of the country either equal or exceed the national percentage. of necessity

In the South, compared to the rest of the nation, there is a scarcity of equal opportunity for people to become equipped for the latter half of the 20th century. (?) More explicit as to what kind

Because state governments are already so heavily involved in the economy of the region, they have many chances to make equal opportunity a reality. Read again the list of state responsibilities mentioned earlier and look at each one as a tool which can deliberately be used either to create opportunities or to remove them still further from the people who need them most.

good — maybe def. expression

Take the first item, direction of the public school system and special education activities. States can (help school districts) redraw school district boundaries so that each district has an more adequate financial base. States can gather research on the most effective methods of teaching educationally deprived children and adults and make sure that local school districts know about them. States can create school libraries where none exist and encourage the use of books with which every reader can identify.

Perhaps more realistic suggestions — I expect most States are doing these except for dist. lines where race is a factor

Use taxation as an design for all that — say state indicate powers of program of State Services

Take another item, regulation of state and local taxation and other fiscal powers. State officials can consider the advantage of using a sufficiently strong state income tax and can encourage the federal government to make the necessary adjustments in the federal income tax so that the states will take advantage of this most sensitive revenue-producing device. States can help cities to redraw their boundaries so that everyone who benefits from city services pays his share of the costs. States can remove outmoded constitutional & statutory restrictions on local taxing & borrowing powers.

(stable) local administration

Combining the housing item and technical assistance to localities, states can gather information on how to finance low- and moderate-income public and private housing and see

Actually encourage

as means to getting citizen acceptance of providing sufficient taxes

that localities which need more housing have this information.

In these ways and others, state governments can help overcome the common problem that those groups of people and those places which need opportunities the most are least able to get information and act on it.

Flat statement vs. "can be argued that States should have help as opp. to assist themselves" not fair

The federal legislation in the 60's which enlists state action to attack poverty, improve education, and encourage economic development has made all the tools of state government more powerful. Some of this legislation is the Food and Agriculture Act of 1962, the Manpower Development and Training Act of 1962, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, the Housing and Urban Development Act of 1965, the Elementary and Secondary Education Act of 1965, and the Public Works and Economic Development Act of 1965. These acts do more than authorize the states to enliven existing programs and carry out new ones of direct benefit to their citizens. They also provide funds and assistance for the states to take steps to increase their own leadership capabilities. The states are better equipped than they have ever been to improve their own operations and to provide more people with the chance to obtain an up-to-date education, find a job with a future, and live in desirable housing.

State governments in the South, however, have a further responsibility. They must ensure that all the countless efforts they can make to improve the quality of life in the South do not advance still further the isolation of the Negro population. They must ensure that Negro southerners, making up about 1/5 of the total population of the region*, have the same political protections and economic possibilities available to them as are available to other southerners. They must ensure that Negroes, as well as others, live in the kind of surroundings and get the kind of training that will allow them

good

*Negroes in seven southern states make up 22%-42% of the total population.

? why seven

Sometimes go even further — change the facts of existence not just promises, intentions, vague "opportunities"

to compete for opportunities when they do appear. Otherwise, efforts to promote equal opportunity will not be respected, nor will they be designed to do the job that ~~has to~~ must be done.

What is the condition of the Negro population in the South? 58% of the Negro families in the region are poor, compared to 18% of white families. Thus, the proportion of Negro families living in poverty is over 3 times as great as the proportion of white families in poverty.

Undoubtedly members of whites, to show why [illegible] is needed in [illegible]

16% of all families are Negro, but almost 40% of all poor families are Negro. Thus, the proportion of Negro families among the southern poor is 2½ times as great as their proportion among the population of the region as a whole. The South itself contains 69% of all the Negro poor families in the nation.

The 1964 median family income for Negroes in the South was $2,888, an amount well below the poverty line. The white median family income was $5,889. The difference between white and Negro median family income in this year was wider than in 1960.

How were regional medians obtained?

How does the South compare with the rest of the nation in the incidence of poverty among Negro families? In 1964, one in two Negro families in the South had incomes under $3,000, compared to one in five in the Northeast and West and one in four in the north central region.

Notice another comparison. The Negro median family income in the South, mentioned earlier, is not quite ½ that of white families. In the other regions of the country, it is at least 2/3 the white median family income.

Perhaps state — what impact do the conditions reflected by figures have on an entire life of region

How does the need for basic training differ among Negroes and whites? Only 8.9% of Negro southerners 25 years old and over have completed 4 years of high school. The proportion for the white population is 22.7%. The median number of school years completed by Negro southerners is 7.1, compared to 10.4 years completed by whites. The difference between the

two populations is greatest in the South, and in median number of school years completed, Negro southerners are 2-3 years behind Negroes living in the other sections of the country.

Here is a rough picture of the southern population at a time when the sharpest increase in number of jobs is taking place in those occupations which require at least a high school diploma. State governments cannot be satisfied with this picture if they want every southerner to have an equal chance to hold his own among an increasingly better-educated labor force.*

If southern state governments study recent U.S. Department of Labor statements on manpower utilization for the nation as a whole, they will gain a valuable perspective on the size of the problem of unused manpower in the South. Negro unemployment is currently twice as great as white unemployment, and nonparticipation in the labor force is 60% higher among Negroes than among whites. Between 1951-53 and 1965, these differences widened appreciably. The rise in the proportion of Negro men outside the labor force is particularly disturbing because it has occurred among all age groups.

Data for a study of manpower requirements in the period 1964-75 show that Negro workers are disproportionately concentrated in less-skilled occupations that now have higher-than-average unemployment rates and that are not expected to grow as rapidly as the more-skilled occupations. During the period of 1958-1964, Negroes did increase their share of white-collar jobs, but if they continue to gain access to the higher skilled jobs at the same annual rate as in this period, their unemployment rate in 1975 will be 2½ times as high as the projected 3% unemployment rate for the whole labor force. Remember that this data does not take into account the growing numbers of

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persons who have been unwillingly withdrawing from the labor force and who may do so in the period 1964-1975.

The study concludes that Negroes will have to gain access to the rapidly growing higher skilled and white-collar occupations at a faster rate than they have in recent years if their unemployment rate is to be brought down toward the same level as that of their white fellow citizens. According to the study, a lack of educational and training opportunities for Negroes is only a part of the problem. The other part is racial discrimination in hiring.

A part-time program? Was none now?

In 1965 the Oak Ridge Institute of Nuclear Studies made the same point without relying exclusively on projections of manpower requirements. The Institute felt compelled to say that unless some massive programs are developed and operated to train Negroes and provide related services, the South cannot expect to attain a satisfactory level of achievement for its labor force.

Many people will point to the growing economy of the U.S. as a whole and say that the continuing successful development of our economy will take care of the Negroes' problems. The facts just mentioned ~~make~~ leave this opinion ~~have no~~ with little basis in reality. Every report leads to the same conclusion: the effect of economic growth appears only to have slowed down a steadily declining rate of participation by Negroes in the labor force, ~~This is the fact at a time~~ during the past several years, when Negroes might have been expected to make gains in their rate of labor force participation. According to the U.S. Manpower Administration, this development suggests the presence of "serious problems" which will not be entirely corrected by an overall expansion in economic conditions alone.

Good

Although econ. devel. is a necessary condition, without conscious, serious efforts to overcome and not perpetuate current and past inequities

If we call these serious problems by their names, we are speaking of discrimination and segregation. The disappearance of discrimination and segregation can (will?) not just happen if the growth of the Southern economy simply extends (reinforces) a way of living which leaves Negroes at the bottom of the ladder

(even if that ladder may begin at a higher point than in the past). The disappearance of discrimination and segregation will not happen unless state governments do their part to make it happen.

The following is a guide to the kinds of steps state governments can take. Each step is consistent with and is, in fact, a means of implementing the long-standing interest of the southern states in promoting the economic development of the region.

Pat Watters

People have studied, restudied, criticized, and despaired over state governments long enough. It is clear beyond any doubt that life, liberty, and pursuit of happiness in the 20th century depend on how well state governments do the jobs which have long been theirs to do and how quickly they move into new jobs which are quite naturally theirs to undertake.

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What about the supply of trained labor in the South? Only 35.3% of persons 25 years old and over have completed 4 years of high school or more. The percentage of such persons

for the U. S. as a whole is 41.1, and the northeast, north central, and western sections of the country either equal or exceed the national percentage.

In the South, compared to the rest of the nation, there is a scarcity of equal opportunity for people to become equipped for the latter half of the 20th century.

Because state governments are already so heavily involved in the economy of the region, they have many chances to make equal opportunity a reality. Read again the list of state responsibilities mentioned earlier and look at each one as a tool which can deliberately be used either to create opportunities or to remove them still further from the people who need them most.

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Situation is shockingly bad for both races; can't we say that, and then give comparisons, making the point of need for special emphasis on Negro's catching up — but the main point being need for South to catch up —

to compete for opportunities when they do appear. Otherwise, efforts to promote equal opportunity will not be respected, nor will they be designed to do the job that has to be done.

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The following is a guide to the kinds of steps state governments can take.

Mr. Smith's comments.

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Tabulate not grouped

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Because state governments are already so heavily involved in the economy of the region, they have many chances to make equal opportunity a reality. Read again the list of state responsibilities mentioned earlier and look at each one as a tool which can deliberately be used either to create opportunities or to remove them still further from the people who need them most.

EDUCATION

Take the first item, direction of the public school system and special education activities. States can redraw school district boundaries so that each district has an adequate financial base. States can gather research on the most effective methods of teaching educationally deprived children and adults and make sure that local school districts know about them. States can create school libraries where none exist and encourage the use of books with which every reader can identify.

Take another item, regulation of state and local taxation and other fiscal powers. State officials can consider the advantage of using a sufficiently strong state income tax and can encourage the federal government to make the necessary adjustments in the federal income tax so that the states will take advantage of this most sensitive revenue-producing device. States can help cities to redraw their boundaries so that everyone who benefits from city services pays his share of the costs. States can remove outmoded constitutional & statutory restrictions on local taxing & borrowing powers. & can help local gov's improve adm. of property tax.

Combining the housing item and technical assistance to localities, states can gather information on how to finance low- and moderate-income public and private housing and see

that localities which need more housing have this information.

In these ways and others, state governments can help overcome the common problem that those groups of people and those places which need opportunities the most are least able to get information and act on it.

The federal legislation in the 60's which enlists state action to attack poverty, improve education, and encourage economic development has made all the tools of state government more powerful. Some of this legislation is the Food and Agriculture Act of 1962, the Manpower Development and Training Act of 1962, the Vocational Education Act of 1963, the Economic Opportunity Act of 1964, the Housing and Urban Development Act of 1965, the Elementary and Secondary Education Act of 1965, and the Public Works and Economic Development Act of 1965. These acts do more than authorize the states to enliven existing programs and carry out new ones of direct benefit to their citizens. They also provide funds and assistance for the states to take steps to increase their own leadership capabilities. The states are better equipped than they have ever been to improve their own operations and to provide more people with the chance to obtain an up-to-date education, find a job with a future, and live in desirable housing.

State governments in the South, however, have a further responsibility. They must ensure that all the countless efforts they can make to improve the quality of life in the South do not advance still further the isolation of the Negro population. They must ensure that Negro southerners, making up about 1/5 of the total population of the region*, have the same political protections and economic possibilities available to them as are available to other southerners. They must ensure that Negroes, as well as others, live in the kind of surroundings and get the kind of training that will allow them

*Negroes in seven southern states make up 22%-42% of the total population.

to compete for opportunities when they do appear. Otherwise, efforts to promote equal opportunity will not be respected, nor will they be designed to do the job that has to be done.

What is the condition of the Negro population in the South? 58% of the Negro families in the region are poor, compared to 18% of white families. Thus, the proportion of Negro families living in poverty is over 3 times as great as the proportion of white families in poverty.

16% of all families are Negro, but almost 40% of all poor families are Negro. Thus, the proportion of Negro families among the southern poor is 2½ times as great as their proportion among the population of the region as a whole. The South itself contains 69% of all the Negro poor families in the nation.

The 1964 median family income for Negroes in the South was $2,888, an amount well below the poverty line. The white median family income was $5,889. The difference between white and Negro median family income in this year was wider than in 1960.

How does the South compare with the rest of the nation in the incidence of poverty among Negro families? In 1964, one in two Negro families in the South had incomes under $3,000, compared to one in five in the Northeast and West and one in four in the north central region.

Notice another comparison. The Negro median family income in the South, mentioned earlier, is not quite ½ that of white families. In the other regions of the country, it is at least 2/3 the white median family income.

How does the need for basic training differ among Negroes and whites? Only 8.9% of Negro southerners 25 years old and over have completed 4 years of high school. The proportion for the white population is 22.7%. The median number of school years completed by Negro southerners is 7.1, compared to 10.4 years completed by whites. The difference between the

two populations is greatest in the South, and in median number of school years completed, Negro southerners are 2-3 years behind Negroes living in the other sections of the country.

Here is a rough picture of the southern population at a time when the sharpest increase in number of jobs is taking place in those occupations which require at least a high school diploma. State governments cannot be satisfied with this picture if they want every southerner to have an equal chance to hold his own among an increasingly better-educated labor force.*

If southern state governments study recent U.S. Department of Labor statements on manpower utilization for the nation as a whole, they will gain a valuable perspective on the size of the problem of unused manpower in the South. Negro unemployment is currently twice as great as white unemployment, and nonparticipation in the labor force is 60% higher among Negroes than among whites. Between 1951-53 and 1965, these differences widened appreciably. The rise in the proportion of Negro men outside the labor force is particularly disturbing because it has occurred among all age groups.

Data for a study of manpower requirements in the period 1964-75 show that Negro workers are disproportionately concentrated in less-skilled occupations that now have higher-than-average unemployment rates and that are not expected to grow as rapidly as the more-skilled occupations. During the period of 1958-1964, Negroes did increase their share of white-collar jobs, but if they continue to gain access to the higher skilled jobs at the same annual rate as in this period, their unemployment rate in 1975 will be 2½ times as high as the projected 3% unemployment rate for the whole labor force. Remember that this data does not take into account the growing numbers of

*In 1965 in the South, the median number of school years completed by Negro males in the labor force was 9.1, compared to 12.1 median school years for whites in the labor force. Median school years completed by Negro males not in the labor force is 5.6. If anyone needs a quick figure to show the extent of the problem of getting more Negroes into the labor force in the South, here it is.

persons who have been unwillingly withdrawing from the labor force and who may do so in the period 1964-1975.

The study concludes that Negroes will have to gain access to the rapidly growing higher skilled and white-collar occupations at a faster rate than they have in recent years if their unemployment rate is to be brought down toward the same level as that of their white fellow citizens. According to the study, a lack of educational and training opportunities for Negroes is only a part of the problem. The other part is racial discrimination in hiring.

In 1965 the Oak Ridge Institute of Nuclear Studies made the same point without relying exclusively on projections of manpower requirements. The Institute felt compelled to say that unless some massive programs are developed and operated to train Negroes and provide related services, the South cannot expect to attain a satisfactory level of achievement for its labor force.

Many people will point to the growing economy of the U.S. as a whole and say that the continuing successful development of our economy will take care of the Negroes' problems. The facts just mentioned make this opinion have no basis in reality. Every report leads to the same conclusion: the effect of economic growth appears only to have slowed down a steadily declining rate of participation by Negroes in the labor force. This is the fact at a time when Negroes might have been expected to make gains in their rate of labor force participation. According to the U.S. Manpower Administration, this development suggests the presence of "serious problems" which will not be entirely corrected by an overall expansion in economic conditions alone.

If we call these serious problems by their names, we are speaking of discrimination and segregation. The disappearance of discrimination and segregation can not (just) happen if the growth of the Southern economy simply extends (reinforces) a way of living which leaves Negroes at the bottom of the ladder

here for the self-interest point? (over)

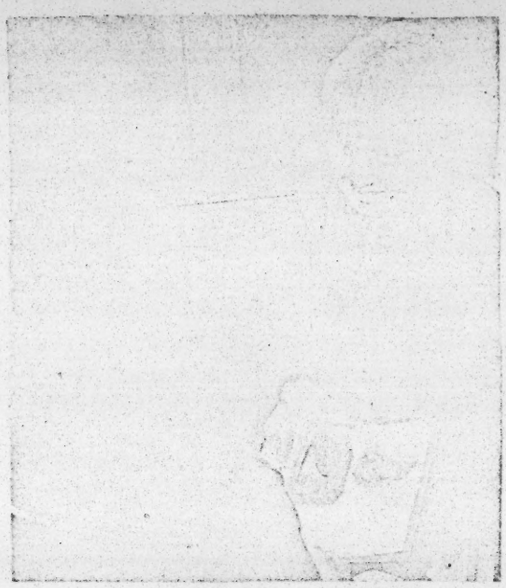
(even if that ladder may begin at a higher point than in the past). The disappearance of discrimination and segregation will not happen unless state governments do their part to make it happen. If they do not act, they must assume a large part of the burden not only for an unnecessarily limited development of the region's economy but for the deterioration of those democratic longings which, we like to think, have so distinguished the people of this country.

The following is a guide to the kinds of steps state governments can take.

People who have more money to spend because they attended good schools, found good jobs, & live in neighborhoods

PROPOSAL

for the Organization of Service and Tutorial
Organizations on the University Campuses



Ted Carpenter
VISTA Volunteer

Sept. 26, 1966

PROPOSAL

for the Organization of Service and Tutorial Organizations on the University Campuses

The impetus for this proposal rests on an understanding that I reached while attending school in the Boston area. Like Atlanta, Boston is an urban complex which boasts a large educational complex composed of major universities. Like Atlanta, too, Boston finds itself a regrettable host to extensive areas of the city whose land and people are caught in the web of real urban poverty.

One senses an immediate dualism in such cities -- and one senses it in Atlanta. On the one hand, the sprawling and beautiful university campuses typify the wealth, the opportunity and the resource that are open to a major city and its people. But on the other side of the plate glass, the limestone, the shady grove where freshmen find out that Plato had another definition of fraternity; on the other side of the city auditorium, one finds communities of people whose catchword is deprivation.

The dualism of the city slum and the university campus is a study in extremes -- a study in real contrast -- but contrast is only one way to pair them. There is anther way to put the slum and the university together, and that is the purpose of this proposal. I choose to look at the slum as a hot-bed of deprivation and stifled opportunity, and I choose to look at the university as a hot-bed of resource, talent and ability.

I would choose to put them together -- to bring resource to stifled opportunity, to bring talent and ability to deprivation. This is what Boston did. Service organizations

were formed on every campus and coordinated city-wide for many projects. The organization on my own small campus sent hundreds of students into the slums of Boston to learn and to teach in a city-wide tutorial program. They sent volunteers to settlement houses, they formed committees to set up recreation programs in hospitals and mental institutions, they organized fund drives, blood drives and book drives, and they even opened up the campus to 800 slum children for a Kids' Day at Tufts.

I am writing this proposal because I would like to duplicate such a program here. I would like to begin by attempting to create service organizations or strengthen existing organizations on the university campuses. The next step would be to coordinate them in certain projects, the most important of which would be a tutorial program.

I am only one man and I don't expect to do all this even in a year's time. But I do think it can be done in a year. My purose is to create enough interest and provide enough ideas to get enough students together and enough organizations going so that they can do the real work of starting and maintaing the organizations and their projects.

The Service Organizations

Following, in outline form is the method I would use in organizing service organizations.

1. Form contacts at the major universities -- to begin with I would work through Emory U., Georgia Tech., Agnes Schtt, and the Atlanta U. complex.

   Tom Boland and I have already made contacts at Emory and Georgia Tech while we have been organizing a tutoring program in the Fulton Mills community. We have also been given names of people to contact at other universities.

   At Georgia Tech. we contacted the Dean of Men who approved of what we were doing and who referred us to the assistant Dean of Men. We talked with Asst. Kohler and the Vice Pres. of the Inter-Fraternity Council who were also interested and willing to help. They offered the services of the I.F.C. and other organizations. They also told us that the student council was interested in starting a service organization for such purposes. This, of course is where I will work at Georgia Tech.

   My approach will have to differ at each university. At Emory we made our initial contacts with a faculty member who is at present administering a small tutoring program in remedial reading. Essentially, however, I will follow the method used at Georgia Tech.: arousing the interest and obtaining the approval of the administration, and through them gaining access to particular organizations and students on each campus who are willing to build a strong service organization.

2. Provide project outlines and ideas to build and strengthen membership and participation in the organization.

   a. Tutoring program
   b. Kids' days on campus
   c. Getting fraternity people, athletes and phys. ed. majors interested in setting up sports programs in housing projects or community centers in low income communities.
   d. Recreation and craft programs in community centers, hospitals and other institutions who serve the low income communities.
   e. Bonk, blood and fund drives.
   f. etc.

   * Again, I would expect that once a group of students get together they will have their own ideas. Also, people at EOA and VISTAs will be prime sources for ideas on projects and where they are needed.

3. Prepare a talk illustrated by Kodak slides to demonstrate

through talks at campus meetings and with existing organizations, the extent of poverty and its problems in the area and the need for service projects.

(The East Central EOA Center and Mr. Bob Lynn already have the slides which are owned by EOA.)

4. Using other VISTAs in the organization and implementation of campus projects.

   a. Two VISTAs, Danny Vargasson and Charles Mosby are running a community center in Perry homes. With their cooperation, the center would be a good place to work through in setting up a tutorial and other programs in the housing project.

5. Coordinating the different campus organizations.

   a. The tutorial would be a prime project th involve all the organizations in a coordinated effort.

   b. perhaps regular meetings between the student leaders of the organizations to pool ideas and resources.

- *** *** *** *** *** *** *** -

Of course things like this have been done and are being done on all the campuses. I think the real problem is the lack of coordination and strength which allows projects to die with the waning of enthusiasm, the break-up of a student organization or the end of a school year. Most of the projects involving university students are implemented by people who come on to the campuses for a short time, recruit volunteers and then leave. Every time each project starts from scratch and when enthusiasm or schoolyears end so do the projects.

This happens because students are recruited and used without leaving a mechanism behind on the campus that can continue in the following year. With a single organization, and a strong one, devoted to recruiting students and co-ordinating projects, the programs will be more lasting and new programs have an effective structure already in existence to work with.

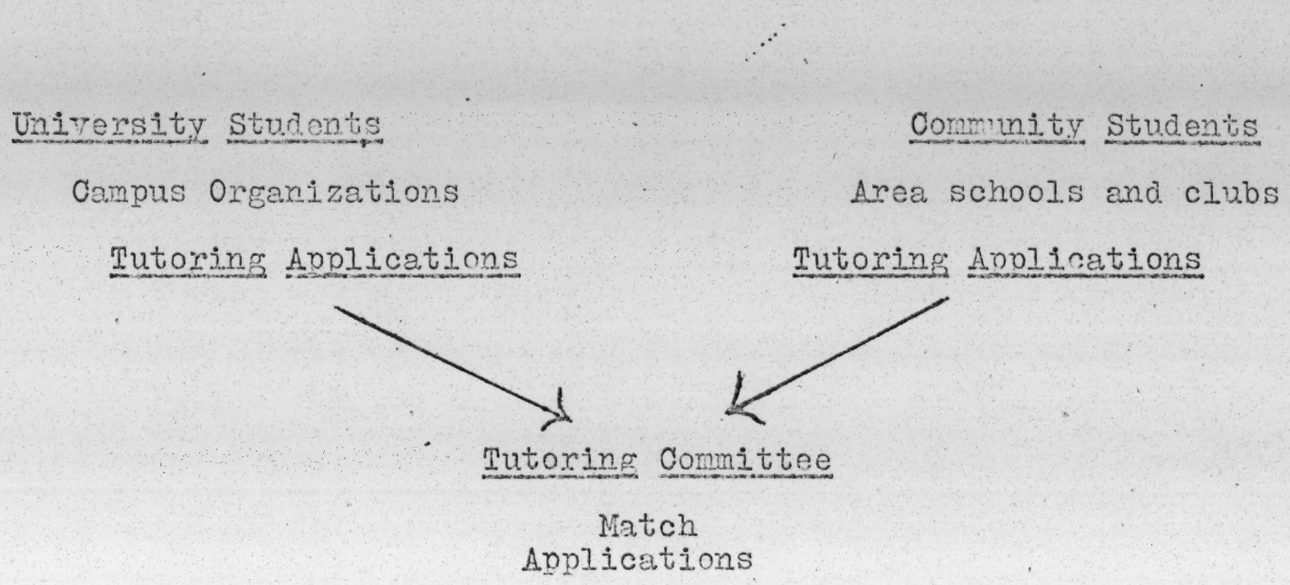
The Tutoring Program

The tutoring program, in my view, is the most immediate, effective and valuable way to use the service organizations. The city-wide program in Boston involved hundreds of students on all the major campuses in the city. It is the model I am using in the present tutorial that Tom Boland and I are organizing in the Fulton Mills community.

Of course to envision a city-wide program right now in Atlanta would be presumptuous. However, the following plan can be expanded easily from community to community starting with Fulton Mills as the model. The reason I stress the service organization as the fulcrum is that they provide a strong effective and lasting mechanism that can provide the resources for a tutoring program and continue to provide them as the programs expand. Even when the people change the mechanism is there year after year.

The emphasis of this form of tutoring is on individual tutoring in the home and the encouragement of an informal relationship outside the strict academic role of teacher - student. Its organization has a three-fold nature: the recruiting of tutors through the service organizations, the recruiting of tutees through the public schools and community organizations, and the matching of tutor applications with tutee applications.

Following is a basic description of the tutoring program in the form that is now being developed in Fulton Mills. I have also included the information sheets and application blanks for both tutors and tutees that we have been using.



* Stress on individual rather than group tutorials to eliminate a structured classroom atmosphere.

When: At the convenience and arrangement of tutor and tutee.

Where: Preferrably at the home of the community tutee to stimulate informal learning relationships. When necessary, attempts will be made to obtain space in local churches, schools, clubs and other community facilities (such space has already been freely and willingly volunteered in Fulton Mills -- including classrooms both day and evening at the schools.). It is hoped that the informal relationship will foster trips to points of interest in the area, especially when in conjunction with tutorial instruction (museums, zoos, etc.) and occassional tutoring sessions at the campus or home of the tutor.

Subjects:

1. General help with individual problems in all subjects.

2. General help but with emphasis on a particular subject or subjects.

Grade Level:

Grades 3-12, irrespective of age. Tutorial instruction will be geared to the needs and understanding of the student regardless of age and grade. The student sets his own pace.

Transportation:

It is expected and preferred that the college

tutors will arrange their own transportation to the area -- either by their own or a borrowed car, university loaned vehicles, public transportation, or vehicles made abailable to the tutors by private institutions such as Boys' Clubs, YMCA, etc.

Attempts will be made to provide a bussing service at specific times during the week if a vehicle can be obtained at little or no cost, and drivers provided on a volunteer basis.

TUTORS NEEDED!

for Fulton Mills Tutorial Project

Two VISTA Volunteers have been assigned to the ECA program in the Fulton Mills Community of Atlanta, and are forming a tutorial program for this area. It is a low income, white community with a low educational level and a record of sub-standard student achievement. The community students are in need of tutorial help and we need tutors from the area campuses. We are asking for college students to work with us as tutors. This is strictly a volunteer program -- your pay is satisfaction. We need students to tutor, and campus organizations to help us recruit volunteers.

Applications from tutors indicating qualifications and preferences will be matched with similar applications from the community students at both the grammar school and high school level. Most tutors will be assigned one student and will be encouraged to develop an informal, individual relationship, combined with academic help.

We hope to arrange most tutoring sessions in the home of the community student. In some cases sessions may have to be held in community facilities, and small classes may sometimes be necessary. Tutors will be encouraged to get to know their student closely and to take him on trips in the city or to hold tutorial sessions at their campuses on occasion.

Most tutors will be asked to provide general help in all subjects as well as instruction in a particular subject or field. The tutoring sessions will take place one day a week, or more at the preference of the tutor and his student. In most cases transportation to the community must be arranged by the tutor himself. A small orientation process will be arranged for the tutors and hopefully some training in areas such as remedial reading. An advisory staff of local teachers to help the tutors in solving teaching problems is also being arranged through the local schools.

Those interested in joining this program or helping in any way may obtain applications or information at the table outside the gym at registration on Thursday and Friday, or you may contact the two VISTA volunteers listed below at anytime, day or evening, by phone or mail. We are particularly interested in finding campus organizations who might be willing to help us. We will also be on the campus again in the near future.

More specific information will be provided for those interested in this program. Thank you.

Tom Boland
Ted Carpenter
VISTA Volunteers
Apt. #8
44 Delta Pl., N.E.
Atlanta, Georgia 30307

** PHONE: 522-0609

TUTOR'S APPLICATION

NAME: _____ Male ___ Female ___

Address: _____ Phone _____

School: _____ Year _____ Major _____

Please indicate which subjects you are qualified to tutor in and indicate preferences (1,2,3). Tutors should understand that most students will need general tutorial help in all subjects as well as particular help in one course or field.

Grammar School	High School	
___English - Remedial Reading	___Basic reading	___Trigonometry
___Basic Mathematics	___Grammar	___Basic Science
___New Math	___Composition	___Biology
	___Literature	___Chemistry
	___History	___Physics
	___Government	___Spanish
	___Basic Math	___Latin
	___Algebra	___Business Math
	___Plane Geometry	

What grade level would you prefer to teach?
3-6 _____ 7-9 _____ 10-12 _____

Please indicate if there is a grade level which you definitely would not consider working with. _____

Please indicate the times that you will be free to tutor: (The preferred time for all tutorial instruction is the late afternoon. Evenings should be used only by those with private cars or other door to door transportation.) Please indicate as many times as possible.

Monday _____ Tuesday _____

Wednesday _____ Thursday _____

Friday _____ Saturday _____

Would you be willing to work with more than one tutee if necessary? _____
Can you tutor more than once a week? _____
Do you: have a drivers license _____; own a car _____; have access to a car ___.
If you do have a car, would you be willing to provide rides to other tutors who are tutoring the same times as you? _____

Comments:

Please return or send to: Tom Boland + Ted Carpenter
44 Delta Place N.E. #8
Atlanta, Georgia 30307
Phone: 522-0609

FREE TUTORING

DO YOU NEED HELP IN SCHOOL? OUR FREE TUTORING PROGRAM CAN HELP YOU.

What is a tutoring program?

You may be having trouble with your schoolwork because your teachers don't have time to give you all the help you need. A tutor is a college student who can sit down with you alone once a week. He's someone who knows about school and schoolwork and can help you with most of your problems.

Where will the tutors be?

A tutor will come to your home. He is not a teacher in a classroom. If you don't want to be tutored in your home, we will find a place for you and your tutor in a church, school, club or other place near your home.

When will they tutor?

One afternoon or evening a week, at a time that is best for you and your tutor. Your tutor will work with you for about an hour, or more if you and your tutor think that more time is needed.

What kind of help will I get?

The tutor will be able to help you with most of the problems you will have with your schoolwork. If you are having the most trouble with one or two of the subjects, say math or reading, we will be sure and find you a tutor who knows a lot about these subjects. Your tutor will help you at the level you are working at. He will not push you any faster than you can go.

Who can apply?

You do not have to be special to get a tutor. If you are having problems in school and could use some help, that is all we care about. We will get you a tutor if one is available. Even a good student can use a tutor to help him work better and faster, and maybe even learn something new.

THIS PROGRAM IS SPONSORED BY THE CITIZENS' MUTUAL CLUB OF THE FULTON COMMUNITY, AND FOR THE TIME BEING IS LIMITED TO THE STUDENTS LIVING IN THE FULTON MILL AREA.

How do I apply?

Simply fill out the attached application and return it to your teacher or guidance counselor. We will do the rest.

STUDENTS APPLICATION FOR TUTORING

Name _____ Age ____ Male ___
Female ___

Address _____ Phone _____

Parent or Legal Guardian _____

School _____ Grade _____

What subjects would you like to be tutored in? (Tutors will be able to give general help in all subjects.)

Grammar School

___ English - Remedial Reading
___ Basic Mathematics
___ New Math

High School

___ Basic Reading
___ Grammar
___ Composition
___ Literature
___ History
___ Government
___ Basic Math
___ Algebra
___ Plane Geometry
___ Trigonometry
___ Basic Science
___ Biology
___ Chemistry
___ Physics
___ Spanish
___ Latin
___ Business Math

When is the best time for you to be tutored?
___ Afternoon ___ Early Evening

Are there any days you will not be free at this time? _____

Where would you like to be tutored? (It should be in your home if possible.)
___ Home ___ In a nearby community building.

I consent to have my child tutored _____
(Parent or legal guardian must sign this line.)

Please return this application to your teacher or guidance counselor.

I have talked about doing a lot of things in this proposal. I do not for a minute think I could do it myself. What I am emphasizing is the possibility of getting these things done if I can get campus organizations and university students interested in doing it. This is the opportunity I am asking for in this proposal.

Projected programs for Peoplestown, to be implemented or staffed

by VISTAs

Note: Almost all of these proposals have been stimulated by problems we have already encountered in the community. Most people appear concerned with youth, especially teenagers and pre-schoolers. Another concern they express is the appearance of the neighborhoods and a desire for improvement. Lack of recreational facilities in the immediate vicinity, for both children and adults, is obvious. Individual families have special problems--housing, food, jobs, rats, transportation, health, and so on. Finally, not all those who have needs are familiar with the services that already exist.

Priorities: VISTA projects

1. Boys' teen club
2. Girls' teen club
3. VISTA Information center
4. Film program for elementary school age children
5. Neighborhood play area for ~~elementary~~ pre-school school agers

Priorities: Block Club projects

1. Clean-up campaign
2. Block supper and dance
3. Library use project

Other projects

1. Library and tutoring program (VISTA and Teen Council)
2. Girls' sewing class (EOA staff)
3. Teen Council (VISTA and Coordinating Council)
4. History of Peoplestown

Boys' teen club

We feel that teenagers who are in school need to be encouraged to finish high school, to have an organized recreation program, and counseling related to higher education and occupational careers. They may need part-time jobs and psychological counseling. To meet the first needs we propose a teen club for boys, with emphasis on recreation and educational or cultural programs, such as a discussion with the EOA policeman, and referral to Center Social Service for counseling.

Staff: VISTAs and volunteer parents or adults from the community
Facility: Bethlehem Temple is suggested.
Recruitment: by VISTAs and interested teens on an informal, neighborhood basis
Age limit: 13 to 17

Girls' teen club

For in-school girls we suggest a teen club that will help them develop leadership skills and broaden their outlook on a future after high school. We would expect to see an interest in learning or improving homemaking skills and would encourage an interest in a creative activity such as drama, dance or music. Emphasis would be placed on selecting one or two projects and carrying them out to completion. Special trips of a recreational or cultural nature could be included.

Staff: VISTAs and girls' mothers
Facility: girls' homes, VISTA Center, Price Center
Recruitment: by VISTAS and interested teens in a three- or four-block area, to a limit of 8-12 girls
Age limit: ~~12~~ 13 to 17

VISTA Information Center

979 Violet to be used as a neighborhood information center, open to the community while VISTAs are there. We would like to have posters, flyers, books and pamphlets, files, and calendars to supply information on EOA, OEO programs, community affairs, basic education classes, citizenship education, available housing in area, school activities, club meetings, health clinics, etc.

Staff: VISTAs
Facility: 979 Violet
Publicity: block clubs, sign in front of house

Film program for elementary school age children

We propose a Saturday morning showing, admission free, of one or more films, of educational or cultural value, to children. This would hopefully open up new areas of interest to the children, and motivate them to do more library reading, dramatizations, and crafts projects related to the films. In other words, the films would be a means of getting to know the children and developing other programs that would be of interest to them.

Staff: VISTAs, perhaps Neighborhood Youth Corpsmen in area
Facility: VISTA Center
Equipment: Films can be obtained at no cost from the library. Projector would have to be borrowed from an organization or church.

Neighborhood Play Area

The area behind 969 to 979 Violet could be cleared and used for play area, a fter school and on weekends. Could be used by pre-schoolers in the mornings if staff is available. Equipment to be provided by the Price Center. VISTAs or other volunteers could staff. Community volunteers would be required in order to clear the area.

Clean-up Campaign-and Block Supper and Dance

A Saturday-morning clean-up in each block club area at the club's desire isproposed. The same evening or the following week they might sponsor a pot-luck supper and street dance or party. Emphasis would be on family participation. A task force of people who don't have to work at their own homes would move from house to house on each street, trying to get cooperation. This should take place in early fall; publicity could be tied in with back-to-school, football, harvest or Halloween themes. Planning and arrangements would be by the block clubs, with one committee for each activity.

Library Use Project

An orientation toe the use of a library and weekly visits thereafter for elementary school age children are proposed. They would be introduced to the use and care of materials and to a reading program appropriate to their individual skills and needs. Visits would be weekly on a school-day afternoon. This particular day might be publicized as Peoplestown Day and the whole community encourged to flood the library on that day.

Recruitment and Publicity: through block clubs
Transportation: Price Center, if necessary
Staff: VISTA, with parents eventually taking responsibility

Library and Tutoring Program

For Elementary school agers, a tutoring program run by the area Youth Council, using donated textbooks. This would be remedial in nature, although d homework center is also a possibility, and would operate with the cooperation of Stanton School. We would try to have the School train the teen volunteers, especially those interested in teaching careers.

Staff: VISTA and teen volunteers
Facility: VISTA Center or Stanton School
Recruitment: school referrals
Equipment: textbooks have been donated to VISTA

Girls' Sewing class

An afternoon class at the Center (Price) one or two days a week for 10 to 16 year olds, to be staffed by Home Management technician or aides of EOA Staff. Referrals by VISTA to the Center.

Teen Council

Once we have established several boys' and girls' teen clubs, we would like to coordinate a Peoplestown Teen Council which could sponsor area-wide programs and also work with the Block Clubs' Coordinating Council. They might recruit volunteers for community service projects, sponsor career programs, and organize sports leagues for Peoplestown teens.

Staff: VISTAs and representatives from block clubs
Facility: Price Center, VISTA CEnter, homes.

History of Peoplestown

A possible project for VISTAs or perhaps some adults with an interest. Purpose is to present a community image for residents old and new, and to encourage interest in the progress of the community and pride in the area. It would include a report on social statistics for the area and how the makeup has changed over timed

Stephen Nelsh
Margaret Nelsh

44 Delta Place, N.E, #6
Atlanta, Georgia 30307
October 23, 1966

Dear Mr. Dodd,

As a Vista volunteer in Inman Park, my activity up until now has consisted, primarily, in helping to establish a citizens' group in Inman Park, namely the Inman Park Improvement Association. In conjunction with this group, I have worked on the Housing and Traffic Committees. The Housing Committee, for example, is concerned with having action taken on the condemened houses in Inman Park. This week, we will represent the Association at a hearing which, hopefully, will take action on two condemened houses in the area.

This past week, the Association elected its' first slate of officers. One of my primary activities will consist of continuation on both of the above committees and further work on any projects that the people consider. There are certain ideas for projects that I would like to see executed in the area. Whether these will be in conjunction with or separate from the Association, depends on several factors. For one thing, time is needed for the people to work out their plans for their projects; secondly, there is my evaluation of the existing needs; and, thirdly, there is the existence of needs seen by other groups within the community which might be met outside of the Inman Park Improvement Association.

Needless to say, it is impossible to give details as to the execution of my ideas at this point. At this time, it is my main objective to mention my ideas with more detail later.

If one were to give priority to needs in Inman Park, the top billing would be a community center. It would be my hope that this would be the first project that the Association would consider this as its' first project. From all indications, this seems to be in the minds of the officers. While I am working with them on the latter, I would like to begin on meeting the needs of some elderly people.

If there is a neglected group in Inman Park, the elderly is that group. I do not need figures to establish their numbers. From my experience in the past few months, I can see that they make up one of the largest groups.

As individuals they may differ in background, they may differ from their means of income, they may be bed-ridden or they may be mobile. They may rent or they may own their home, while others live in boarding and/or nursing homes. What they do not differ in, is their need for human contact and assistance from their neighbors.

What would be some of the immediate and long-range goals of such an undertaking? Hopefully, a full-fledged senior citizens' group (I dislike the connotations of senior citizens, but, use it for lack of something better at the time) would eventuate. Presently, I wish to match untapped resources within the community: the elderly and several church groups who desire projects. To begin with, those I would reach are the residents of boarding houses. Admittedly, their need tends to be greater for outside contact.

The volunteers will be group and/or individual oriented. Group activities such as singing or crafts will be initiated; individual activities will include reading aloud or writing letters for the individual. Whatever is undertaken by the volunteers, primary emphasis is establishing a relationship with the group/individual.

Before matching the two groups, I will talk first with the residents to discover what some of their additional needs might be, to gather information to give the volunteers so they do not approach them in the cold. Also, I will try to set up a tentative schedule to present the volunteers. In approaching the volunteer group, I hope to have a form to fill. And, I am considering showing a film or having someone who is familiar with the elderly for an introduction to their work.

In addition, I will be talking to people such as the Director of Senior Citizens groups in Atlanta and to the Director of Antoine Homes. In this way, I can recieve ideas to better my efforts and to help insure success. Then after this small start, other aspects of a senior citizens' program could be started. Here alone is an indication for a community center, which I mentioned earlier.

There are many mothers who need to supplement their income and who, also, need a change from their household routines. A day care center could help them tremendously. This could be established perhaps at a church, but, eventually in the community center.

The youth of the area need out-of-school activities, most especially the grade school and junior high students. Presently, I have contacted the PTA president of the elementary school about arranging trips etc. on Saturdays for the children. No such trips are encouraged at the school. This elementary school has the second highest turnover of students in the city of Atlanta.

The crying need, from every pore of Inman Park, is a sense of community, a sense of belonging, a feeling of permanence.

Lastly, I would like to see established a welfare league. This group could serve many functions. It could contribute to better understanding between client and welfare worker. It could be an opportunity for welfare clients to share some of their particular problems associated with being a welfare recepient. Thirdly, as a group these people might exert pressure on some of the practices of welfare.

I am sure that I have just begun to scratch the surface, but, at the same time, the needs I expressed if met, could make the difference between a transitory neighborhood and a stable one.

Respectfully submitted,

Esther Adam

(Miss) Esther Adam
Vista Volunteer

c.c.: Mr. David Dammann

VISTA VOLUNTEER PROPOSAL

BY

ALAN C. ROLLINS

TO: VISTA Washington
David Dammann
Dr. M. C. Patterson
Clint Rodgers
Mr. Brooks
People of Hillcrest Homes

For the next year I shall be working out of 2170 Stanton Circle, Hillcrest Homes, East Point, Georgia 30044.

I have been asked to list in a proposal form what my intentions are as to organizing and aiding Hillcrest Homes into a Community Action Program working for the benefit of each family within it and all families in its entirety.

You know that one, Dan Vargeson and Charles Mosby have already begun several exceptionally good programs enlisting the aid of the community for its benefit so far, though, the majority of its programs are catering to the entire project.

I, as a VISTA, intend to personalize and incorporate programs based on a person to person basis. I hope to gain your favor so as to carry out the afore mentioned concept and the following exactitudes.

I. A continuous visiting of the majority of families to see that all of their needs are brought to the attention of each and every proper agency.

II. To instill an intention of self-help to each person in each family no matter the age.

III. Form an information center so any person or family can come to us, day or night for immediate action no matter what the problem.

IV. This information center shall include publications of the Center's programs and each families rights under various aid programs. (For instance, how much a welfare mother may earn, things she may be allowed from Grady Hospital that at present she doesn't know were included, such as glasses, dental care, and etc.)

V. This, although listed last, is formost on my mind. To coordinate programs that Dan and Charles have in progress so as to aid them in being at the utmost of efficiency possible.

These proposals are written as I now see the need. I would like to remind you of a fact we are all familiar with, that is, that we are working with people. Because we are -- I hope and feel sure you shall allow these proposals to be as flexible as the needs and desires of the people I am serving.

If at any time a need creates, either a change or addition, so shall I change or add to these proposals and send you a copy of the change or addition.

Respectfully submitted

Alan C. Rollins,

VISTA Volunteer

November 26, 1966

VISTA VOLUNTEER PROPOSAL

BY

CAROLYN FORMAN
RICHARD FORMAN

CULTURAL ENRICHMENT

As a married couple, we plan to work as a team inspite of the fact that (Richard) will be dealing with male youth.

It is proposed that we will both go through the comprehensive training that is being offered to us by the West End Service Center. It is only after this training can we draw up a detailed proposal. We feel that the most important service we can offer to the community is to have a complete understanding of the regulations for existing agencies in order to offer services to the community.

I (Carolyn) plan to work with the Day Care Center that is operated by the Park Street Methodist Church. In the afternoon, I plan to work with the Girls' Club in the community. I hope to instill a desire to work, to learn, and to participate in community affairs with the youth that belong to this club. I also plan to learn the art of preparing surplus food in order to instruct the women in the community. I will use facilities offered by West End YSC, Park Street Methodist, and my own home.

I (Richard) plan to work with the Boys' Club in the field of recreation. I hope to instill the fealing of good sportsmanship and a healthy attitude toward competition. In the evenings both my wife and I will set up the

cultural enrichment program which will range from mere conversation to academic aid and home work.

We plan to set up comprehensive programs after we have gained rapport from the community. Jointly, we will plan trips to the following:

1. Museums
2. Zoo
3. Airport
4. Factory Tours
5. Picnic Outings

We will set up a library in order for the community to learn the value of reading. There may be changes in this outline, but at present, we respectfully submit this proposal for EOA's approval.

Respectfully submitted
December 6, 1965
Carolyn Forman
Richard Forman

ECONOMIC OPPORTUNITY ATLANTA, INC.
101 MARIETTA STREET BLDG.
ATLANTA, GEORGIA 30303
525-4262

C. O. EMMERICH
ADMINISTRATOR

December 14, 1966

Mr. William Farmar,
Assistant to the Director
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. Farmar:

Please find enclosed various projects that are now underway involving VISTA Volunteers. I am requesting eleven complete sets of your books offered through Southern Regional Council.

A VISTA Volunteer lives as a resident in the community where he works and therefore, have contact with people ranging from pre-school to golden age. The topics that are covered by the reading list can definitely be beneficial to the residents of any low income area simply through the availability of obtaining the reading materials. Each and every Volunteer in Atlanta, now numbering 27, and projected to 54, is involved in tutorial work. I believe, after you have read the enclosed projects you will appreciate the definite need for Volunteers to be able to offer the community an introduction to reading, ranging from community improvement to basic skills. The books you are offering will also open many doors by simply exposing the community to good literature.

I would appreciate anything you can do in helping the Volunteers secure this most desperately needed library.

Respectfully yours,

David A. Dammann

David A. Dammann
Director, VISTA EOA
Acting Director, Job Corps

DAD:sa

MY PROPOSED ACTIVITIES AT THE HILLCREST HOMES COMMUNITY CENTER

By Charles M. Mosby

This proposal covers the period from September, 1966 through June, 1967 when the schools close for the summer because the center's summer schedule by necessity must differ greatly from the schedule during the school year. This proposal should be read in conjunction with the proposal of VISTA Dan Vargeson, who will operate the center with me. My proposal will cover only my activities which will be primarily with the teen agers and adults of the Hillcrest Public Housing Project just as Dan's will cover only his activities which will be mainly with the pre-teen children.

TEEN AGERS

1. GOALS: Since approximately 80% of the teenagers from this housing project drop out of school without graduating from high school, I propose the following goals. Of all the teenagers presently in school, I intend to do my best to keep none from droping out; and regarding all those who have already dropped out, I hope by June to have all either enrolled in some meaningful schooling or training or else employed productively in jobs which offer a satisfactory chance of advancement. I believe that the most crucial immediate problem in the housing project is teenagers about to drop out of school. Thus keeping them in school will be the one goal above all others that I will strive for in my time of service here.

2. ACTIVITIES: Study halls will be held for all teens who want to use them. Help with homework will be given to the extent necessary and possible. For the present, I plan to have a teenage study hall every evening from 8:00 to 10:00 in the library.

The Teen Club will meet one night a week, Wednesday, to plan its various activities such as: money-raising projects, like carwashs, dances, etc., weekend trips, and productive ways of spending their club earnings such as the combination Stereo-TV they have already purchased for the center.

I hope to interest girls 15 to 18 in a senior Girl Scout Troop nearby which wishes to help out. They have such activities as: Fifty hours of service and practical training in nursing, teaching, office work, camping trips, co-ed swimming parties, dances, and etc.

I also intend to work out a program with the Explorer Scouts to introduce the boys to different occupations through speakers from businesses and labor, plant tours, films, and etc.

I hope that both of these scouting programs will cause the teens to look ahead to a career with more hope and aspiration than they presently show.

An important part of the teenage program will be a "Discipline Committee" of five teens which they have elected from among themselves. Their job will be to set rules and punishments for violations. We hope in this way, to take the pressure off Dan and me for dishing out discipline, and also encourage more responsible actions on the teen's part. No one likes to be disciplined by his good friends.

Of invaluable help in all the above activities, will be Sharman Roper, a recently appointed Neighborhood Youth Corpsman, who will work entirely with

the community center. Sharman is confined to a wheelchair and has lived in the project for many years. All the teens respect him (he does virtually everything in his chair), and he has helped a great deal already.

Recognizing as a practical matter that all these teens won't come in to study every night and also that it is better to have them in the center than out on the streets. I intend to set one room aside each night for listening to records, drinking sodas, reading magazines, or merely conversing. This will also be necessary so that those that want to study in the library won't be disturbed.

ADULTS

My main goal for the elderly people will be to get them out of their houses more. Many are presently "Vegetating" in their rocking chairs. Thus, I propose to try to get them to form a "Golden Age Club." This club now meets on Tuesday afternoon to sing, talk, play games, enjoy refreshments, and etc. I hope to organize a "buddy system" so that get well cards will be mailed and birthday parties held for all. Getting many of the elderly interested will not be easy but we already have a start.

For the ladies we propose to continue the present. EOA taught sewing and cooking classes on Wednesdays and Thursday afternoons. We also intend to look into the possibility of establishing a Day Care Program for the mothers who want to work. We also intend to continue the "trading post" for clothing just started.

Referrals to EOA will be made whenever possible. Such needs as legal aid, surplus food, social security, teansportation to hospitals, and adult high

school have already been discovered and referrals have been made. I am sure there will be many more.

In all of the above programs, I intend to work closely with the Steering Committee, the people of the project have elected. My goal here will be to get them to take as active a part as possible, whenever possible. A big project will be getting a vacant lot in the housing project graded and proved so that the equipment for it that EOA has already given us can be used. We have plans for a softball field, basketball court, tennis court, and playground area, including swings, slides and a sandbox. The city of East Point has already agreed to grade the field but they won't pay the $1,500 or/so required to pave it. Thus, the committee is considering a massive fund raising drive covering all of East Point. This would take the utmost co-operation from the area's churches and other institutions, many of which are already helping us by donating books, chairs, toys, and etc., as well as from all the people in the housing project. I intend to use this project, if it materializes, to develop and promote community organization in the housing project.

This is my Proposal.

Charles M. Mosby

September 20, 1966

VISTA VOLUNTEER PROPOSAL

BY.

DAVID BLANTON

MELVIN REX BRADLEY

MARGUERITE MILLER

DIXIE HILLS' TUTORIAL PROGRAM

The Dixie Hills' Tutorial Program will act as a pilot project directed to the immediate surrounding community of Dixie Hills with the intention that, if successful, it can be applied wherever similar needs and social conditions exist.

I. To provide academic aid and individual assistance during the scheduled school hours as well as providing an intensive tutorial program during the after school hours.

II. By offering the latter service we hope to involve the youth in meaningful activities through recreation and cultural enrichment programs. The after school study program will help improve academic achievement especially in the fields of reading, self-expression, and communication. The major goal of the Dixie Hills' Program is to instill a positive attitude and pride to the individual in his or her own achievements.

III. VISTA Volunteers will not be limited to tutoring -- but will also institute any service offered by Economic Opportunity Atlanta. The Volunteer will become aware of many domestic problems by working closely with the school counselors and teachers.

Example: The VISTA will refer EOA aides to the homes to offer surplus food, clothing, and medical aid, depending upon the individual needs. By offering this service, many of the domestic problems can be alleviated in order to provide a better atmosphere conducive to study.

IV. VISTA Volunteers will also arrange vocational counseling through existing agencies such as : Job Corps, Neighborhood Youth Corps in-school and Neighborhood Youth Corps out-of-school programs. This counseling can also be broadened and directed to the individual's parents who may need employment or vocational training through various adult training programs and services that are offered by Economic Opportunity Atlanta.

Proposed Programs

In-School Program

I. VISTA Volunteers will offer all services to the school that meet with the guidelines of VISTA, Washington.

II. It is proposed that the VISTA's work closely with the reading resources teacher and the classroom teachers at the kindergarten, first grade, and second grade levels emphasizing individual assistance to the student. This close association between school personnel and volunteers will enable each to utilize the resources of the other more effectively for a combined approach to the students' problems.

III. Application of volunteers' services to specific needs will be under the direction of the principal and teachers. Final acceptance of any particular volunteer will be at the discretion of the principal of the school.

Out-of-School Programs

I. A study center is to be set up utilizing the two apartments occupied by the VISTA's in the neighborhood. Services provided will include a study area for students whose home conditions are not conducive to study, and homework help and individual tutoring for those students who need assistance. References such as encyclopedias, dictionaries, magazines, and other available resource material will be at the students' disposal. Special attention will be given to encourage self-improvement in reading skills utilizing graded readers and story books which have been donated for this purpose.

II. The after school program will offer intramural sports, and a hobby program which gives the individual a chance to express himself through arts and crafts. This phase is to be broken down into three groups. The groups will be formed generally according to chronological age but with consideration given to individual development. These activities will range from the basic arts and crafts, drawing, painting, clay modeling to strong intramural sports such as football, flagball, basketball, or volleyball. It must be emphasized that the extent to which a child is involved in these activities will be determined by his ability to participate--both socially and physically.

III. It is proposed that the program shall include additional opportunities for the youngsters to broaden their social and cultural experience. These enrichment activities will include such things as the presently

operating book lending service whereby books are made readily available to the children on a neighborhood basis. Self expression will be encouraged through the creative arts with recognition being given by frequent exhibits of student work. Other activities aimed at sharpening expressive and communicative skills will be scheduled such as skits, puppet shows, story hours and reading and discussion groups. Films, filmstrips, and phonograph records will be obtained from the Atlanta Public Library and other lending services. To expand the youngsters' awareness beyond their own neighborhood's boundaries, excursions will be arranged to parks, the zoo, museums, libraries, athletic events, plays, concerts, the airport, fire stations, the courts, and city and state government bodies. Transportation will be provided by interested parents, vans supplied by EOA neighborhood centers, and the Atlanta Transit System. Parents and VISTA Volunteers will act as chaperons.

It is hoped that the program outlined above will not prove to be a static thing, but rather, that it will provide the impetus for a comprehensive program of neighborhood betterment; a program instituted, supported, and directed by the community itself. Only with the full participation of all segments of the community can these efforts be successful.

ACTIVITIES OF VISTA VOLUNTEER

By Dan Vargeson

As a Vista Volunteer working in the all-white housing project, Hillcrest Homes on Stanton Road in East Point, Georgia, I will be working exclusively with children from ages 4 to 12 years. This will include involving them in various recreation and education programs. For example:

1. The pre-school children. I work with this group every morning for 2½ hours -- 6 days a week. This morning program involves them in supervised play both inside and outside. They have a story hour in which they are able to hear me read to them and they also have a chance to exercise their imagination with games we play together. I also have time to work in simple crafts with them.

2. Seven to twelve years of age. In the afternoon, when school is out the schoolage children come to the center with their homework. I supervise a study hall for these 7 to 12 year olds for two hours a day -- each afternoon. I will be trying the study hall for them for three days a week and the other two days would be used to work in some recreation outside and if there is bad weather -- a craft project. This will give the kids a variety of activities in which they could participate. I am going to try to organize this age group into four clubs -- the 7 to 9 year old girls; 7 to 9 year old boys; 10 to 12 year old girls and the 10 to 12 year old boys. That way the conflict in the ages would not conflict with the level of activities.

3. I am, at the present, teaching two different classes for the 10 to 12 year olds. Two nights a week at 8:00 until 8:30 I have art classes which the children asked me to give. Some of them have talent that could prove to be interesting. The eight children in this class would like to give an Art Show in the near future. The other class is a French class from 8:30 until 9:00 with a number of 10 students participating. The kids also asked for such a class and since it has started, participation has been excellent.

My other work consists mainly of keeping the lending library in order and in general -- the center in order.

I would like to branch out into different and varied types of activities with the children because they have the interest and drive. They work better for me, I believe, because I'm their friend and they relate better to me since they consider me not as an older parental figure but as a person who understands and is willing to co-operate with them.

I mainly want them to find an interest in something and I'll try my best to nurture their interest into a goal and show them how they can get the basics to achieve that goal.

World

"A child should be given an opportunity to read about hungry people, he may be one of them; about angry people, he may be one of them; about people who are despised because of their color, he may be one of them."

the decades following. In 1915 Carter G. Woodson, a Negro, founded an association whose primary purpose was to encourage the study of the history and life of the Negro and as one way of doing this he founded national Negro History Week. We are still today, 1966, celebrating Negro History Week so that we will not have to be bothered with the history of the Negro the other fifty-one weeks. Clearly this problem of classroom materials and teaching continues to be a long, drawn out struggle.

Writers of "primary basal" (first through third grade) readers seem to follow several assumptions. One is that the child's learning-to-read experiences should take him from the familiar to the unfamiliar, the known to the unknown. Another is that the stories should teach the culture's prevailing values and mores. A third is that the pleasant and positive side of life should be stressed. Primary readers usually have stories of the family, the home, the school, playmates, the neighborhood, folk and fairy tales. By the third grade the readers may be broadened to include stories of early American history and other lands.

An important service which stories could perform is curtailed in many basal readers: that of helping children understand themselves and their society. Not because this is contrary to the first two objectives —going from the familiar to the unfamiliar and teaching accepted values—but because it plays havoc with the third: giving children only the pleasant and wonderful facts of life.

Life is more complex than that. It seems foolish and perhaps even dangerous to teach a child through the reading experience that all Americans eat three full meals a day, if this is a child who eats only one. A child should be given the opportunity to read about hungry people, he may be one of them; about angry people, he may be one of them; about people who live five to one room, he may be one of them; about people who are despised because of their color, he may be one of them. And "privileged" children, too, need to know about these kinds of people, lest their concept of life be distortedly narrow.

Not only the Negro and other colored minorities, but also the poor, the troubled, the urban dweller have been arbitrarily and unjustly eliminated from American society in the readers.

Let us be clear, though. Because Negro people are put in readers, this does not mean that the poor, the disgruntled, the troubled are automatically put there, too. The terms *Negro* and *poverty* are not synonymous. There are whites who are poor, Negroes who are rich.

If we are going to have readers which help children understand themselves and their total society better, we must include Negro children, Spanish-speaking children, Appalachian white children, American Indian children, poor children, angry children, children with real emotions, children who live in noisy, crowded city neighborhoods. Otherwise we imply they do not exist, do not have experiences, good and bad, that are meaningful. Otherwise we seem to insist that the only worthwhile and meaningful experiences and activities for children are those of the white middle-class child in a suburban-like community.

Writing and publishing honest, realistic multi-environment and multi-ethnic readers require facing and resolving basic questions:

* Since our society is not racially integrated but only desegregated to some extent, how can we get across the value of integrated life?
* If we use color, eye shape, and other physical characteristics to distinguish one people from another, should we not also use the names Negro, Mexican, Chinese? (We are aware, of course, that even four-year-olds use the terms "colored" and "white.")
* How should members of ethnic minority groups be portrayed: as ordinary people, as extraordinary people, as our society "knows" them to be?
* Do we have a responsibility to portray the feelings, moods, attitudes of persons interacting with others? ways of life of various classes and cultures of people in America? different living environments—big city, small town, country, suburb, large homes, cottages, apartment buildings, tenements?
* How many stories in a reader should feature minority group people? How many illustrations?
* Do we have a responsibility to include minority group people in our accounts of American history, past and present?

In the past three or four years there have been attempts by textbook writers and publishers to remedy past omissions. Let us examine multi-ethnic readers published by five well-known houses, to see how each answered our basic questions.

The City Schools Reading Program (Follett, 1964) and the New Basic Readers (Scott, Foresman, 1964) chose to ignore the activities and experiences of the urban dweller, the poor, the troubled. Yet the Follett readers were written primarily for the disadvantaged child in a big city (Detroit)!

In the pre-primers of both series, a brown family lives next door to a white family. Members of the brown family are never called Negroes. The homes are all one-family dwellings on quiet streets, each with big front and back yards where the brown and white children play together. Adults, however, are rarely seen talking to one another. Everyone is well off, not only materially but also in the sense that their emo-

tional makeup is so balanced that they need never be unkind or mean or angry or upset.

I interviewed a group of Negro children about the Follett readers. Some youngsters identified the brown family as Spanish, others as Chinese. This misunderstanding may have been due to the fact that the Negroes in the illustrations did not look like Negroes familiar to these boys and girls. However, it may also be due — and my impression was that it *was* due — to another cause, one that expresses vividly the damage which has been done to the self-image and self-concept of these Negro boys and girls. Never having seen Negroes in books before, they did not even consider the possibility of characters in books being Negroes.

The Scott, Foresman series extends beyond the first pre-primers into third grade. In the second pre-primer, stories of the white family are all in the front of the book, stories of the brown family all in the back. The one-family theme may require putting stories of the brown family together, but is the *back* always the proper place? The second grade readers have two or three stories featuring Negro people, three or four featuring other colored minorities; a few other stories have Negroes in the illustrations. In the first third grade reader, only one story features a Negro family. More objectionable, though, is the unit of stories of early American history; these exclude Negroes completely. Since Negroes have been in this country since 1619, it should not be difficult to include them in these stories. It is regrettable that an established publisher like Scott, Foresman made such a half-hearted and inadequate attempt with these readers, instead of performing what would have been a valuable service to all Americans: that of giving a realistic picture of our country and its citizens to all young readers.

The Chandler Language-Experience Readers (Chandler, 1964) use a quite different approach. Illustrations are black-and-white photographs of actual children in a school in San Francisco. The photographs show children at play, in school, and on trips, and the text is composed of conversations of the children in these situations. The children are an integrated group. Activities and situations are all pleasant ones.

Miss Gladney, with her niece, discusses racial issues with Friendship House Home Visit group. (Photo: Joanne Martin)

Because of this approach the writer and publisher do not have some of the difficulties in resolving the questions posed earlier. Important issues, such as portraying unhappy moods and feelings, different home and neighborhood environments, and identifying ethnic groups by name as well as by physical characteristics, however, are omitted. It can only be hoped that future books in the series will include these aspects of life.

The Bank Street Readers (Macmillan, 1965), written with the urban child in mind, do an excellent job of facing and resolving the questions posed earlier. The city is the focal point. With tall buildings side by side and noisy streets crowded with people and machines, this city has human beings of all races and classes. Some of the people have comfortable incomes, some are poor. Some of the people are mean, some are kind and good. Brothers and sisters tease each other, mothers scold and get angry, playmates fight, children are lonely, a little girl comes to school without lunch or lunch money, children dream of becoming truck drivers as well as doctors. So skillfully are the stories and illustrations woven together—featuring now a Negro child, now a white child, now a Puerto Rican child—one feels with excitement that such an integrated society is possible and desirable.

Available books in the series extend only to the first second reader. The hope is that this series will continue its excellent beginning and, in future books, give the ethnic groups represented their distinguishing names and also tell of their past and continuing contributions to life in our country.

A new series, written by teachers for culturally disadvantaged children, is the Skyline Series (Mc-

Graw-Hill, 1965). The three books in this series are the second grade reading level and are aimed at big city children who are poor and/or members of minority groups. The authors are concerned with giving children stories of people and situations with which they can identify and which offer the children opportunities to understand the world in which they live and to suggest ways and means of making it a better world. Stories touch upon housing-project life and crowded living conditions with their lack of privacy. They also treat of such topics as fighting as a means of being accepted into a new group, conforming to a group, adjusting to new and different teachers and school mates, and a look at the feelings and behavior of the defeated, apathetic child.

The characters in these stories are helpful and hateful, sweet and nasty, belligerent and cooperative, lonely and surrounded by friends. As in the Bank Street readers, the authors and illustrators skillfully include different ethnic group members in the stories. One accepts their integrated society as fact and is more concerned with the actual day-to-day living of these people. Unfortunately the names of the different races and nationalities are avoided although physical characteristics are differentiated. On the whole, though, this series is a good beginning attempt to solve the problem of including heretofore forgotten members of our society.

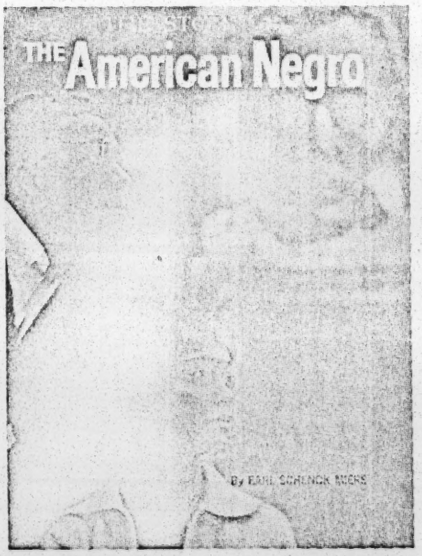
This, then, is my assessment of the attempts by five publishing companies to provide, at the primary reading level, adequate instructional materials for our multi-ethnic society. Some are more successful than others, but all need considerable improvement if they are to reach the goal of providing materials representative of all Americans, black and white, poor and rich, urban and suburban and rural. (And the need is just as great at the intermediate and high school levels in every subject.) Let us hope that soon all America's children can be secure in the knowledge that schoolbook publishers—a crucial segment of America's image-makers — recognize all children, children with a variety of life experiences, all meaningful and all enriching the total society. ■

Two New Aids for Study of Negro History

NEGRO HISTORY AND CULTURE edited by Helen A. Archibald (Chicago City Missionary Society. 75 cents, paper.)
THE STORY OF THE AMERICAN NEGRO by Earl Schenck Miers. (Grosset and Dunlap. $1.95.)

In recent years more and more educators have become aware of serious errors of commission and omission in the portrayal of the Negro in American history. For the most part, the contribution of Negroes to each phase of our country's development has been deliberately ignored and therefore omitted from textbooks. In the instances when the Negro has been mentioned, his role has often been grossly misrepresented, as witness the usual textbook portrayal of the Negro as a happy, childlike slave.

In order to teach a version of American history which is accurate these educators are beginning to include the study of the Negro in American history in the curriculum. However, anyone engaging in such an endeavor soon realizes that there is a dearth of material available, especially if one is working with elementary school children.



From book jacket of **The Story of the American Negro.**

Negro History and Culture: Selected Materials for Use with Children can be a valuable aid to teachers working with elementary school children. This book is an anthology of poetry, biographical sketches, songs, and excerpts from books and articles. The selections deal with the culture of Africa, slavery in the U.S., the participation of the Negro in American life, and the contributions of the Negro to American life.

In addition, in the introduction to each section the editor has included suggestions of ways in which the material presented could be used with children of different ages and levels of maturity. Suggested readings are also listed for broadening the background of the teacher. A bonus is added in the form of a bibliography of material useful in the teaching of the history of the Negro.

Another recent book for use by junior high and high school students is Earl Miers' *The Story of the American Negro*. Miers' concise history begins with the 1963 March on Washington which he believes destroyed the sterotype of the Negro as irresponsible, content with life and everlastingly patient.

He traces the history of the American Negro from his African homeland through all phases of his life in America, ending with the 1965 March on Selma and its aftermath. He endeavors to destroy, with facts, many stereotypes such as those surrounding the African, slavery, Reconstruction, and the Negroes' role in American Wars from the Revolution on.

The writing is colorful enough to hold the interest of adolescents, with many striking photographs and reproductions. It should be a welcome addition to both elementary and high school libraries.

—Dian Cooper

MISS COOPER is an intermediate grades teacher in Chicago. She has co-authored a teacher's manual on Negro history.

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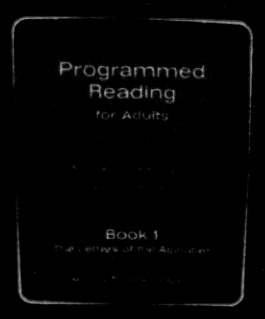

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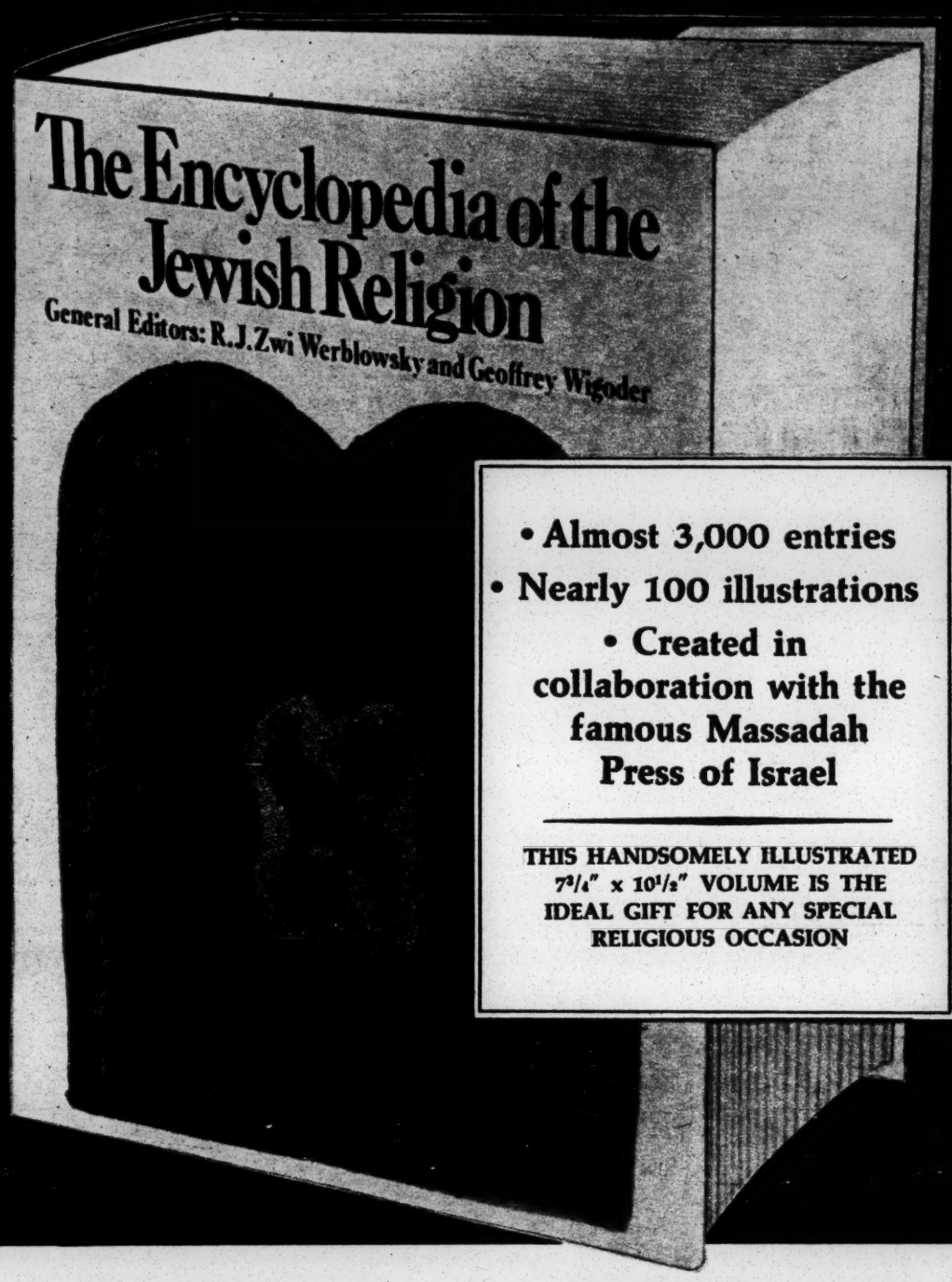

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Let Down By Society

FACES OF POVERTY. By Arthur Simon. 133 pp. St. Louis: Concordia Publishing House. $3.75.

By STEVEN V. ROBERTS

IN a simple, almost casual style the Rev. Arthur Simon of Trinity Lutheran Church on the Lower East Side of Manhattan has told the stories of several of his parishioners and what poverty has meant to them. Through all the stories run several themes: the difficulty of finding jobs without marketable skills; the humiliation of welfare; the usurious cost to the poor of housing, food and credit; the frustrations of being useless to society.

The power of the book is that each portrait is distinct. Several are told in the subject's own words. For example, Kathleen, an illegitimate child of a mother who never knew her own unwed parents, tells of her childhood: "Harlem makes you feel disgusted and let down. You feel this way every day. When you get up you don't care anymore."

Kathleen became pregnant at 15 and had five children before marrying. Every girl has a boy friend, she explains, and if you do not have sexual relations with him, "no one will talk to you, and in school they will make life miserable, and eventually you will let him have his way and become one of the crowd again."

AFTER decades of being ignored, poverty has suddenly become a Cause. This salves middle - class consciences—but the money the nation is willing to spend is still pitifully small. Urban politicians fear, with good reason, an organized community of the poor they have shortchanged for so long. Moreover, although poverty has become a national issue not many people have become significantly more aware of the personal plight of the poor. As Mr. Simon points out, we all live in ethnic and economic ghettoes; the middle-class still seldom sees or touches or smells the poor. Books like this help bring one close.

The author has no great scheme to end poverty. Most of our welfare programs, he notes, especially in housing, still benefit the middle-class. New York continues to demolish the homes of the poor and through loans and tax abatements subsidizes middle-income housing on most of the cleared land.

Mr. Simon is above all a pastor. He suggests an infusion of "billions" of dollars into the antipoverty program and says we should put the poor to work building new homes for themselves. But he places larger faith in a personal "involvement of compassion" with the poor. His text is from John: "He who has two coats, let him share with him who has none."

MR. ROBERTS is a reporter on The Times metropolitan staff specializing in planning and housing news.

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THE 1966 KENTUCKY CIVIL RIGHTS ACT

An Explanation

COMMISSION ON HUMAN RIGHTS
COMMONWEALTH OF KENTUCKY
172 Capitol Annex Building
Frankfort, Kentucky
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INTRODUCTION

This explanation and digest of the 1966 KENTUCKY CIVIL RIGHTS ACT has been prepared to help Kentuckians have a better understanding of the Act.

It is not a paraphrase of the law; if legal questions arise, please consult the Kentucky Revised Statutes Chapter 344, or get in touch with the Kentucky Commission on Human Rights. However, statute references are indicated in parentheses.

The Commission was created to serve all citizens of Kentucky, and its staff will be glad to answer questions about any aspect of civil rights.

BACKGROUND

Under the leadership of Governor Bert T. Combs, the 1960 Kentucky General Assembly created the Commission on Human Rights and directed it, among its other powers and duties, to recommend ways of eliminating injustices caused by discrimination. After five years of efforts to eliminate discrimination solely by educational methods, the Commission recommended the enactment of an enforceable public accommodations and employment law.

The Kentucky Civil Rights Act was introduced as House Bill 2 on January 4, 1966; its immediate introduction reflects the importance given to it in the 1966 General Assembly. The bill received strong support from Governor Edward T. Breathitt and his administration, from many legislators of both parties and from a large number of individuals, groups and organizations which recognized, acknowledged and then acted upon the moral necessity for the legislation.

The Kentucky Civil Rights Act, enacted January 27, 1966 and effective July 1, 1966, meets the requirements of the Federal Civil Rights Act of 1964 and provides more sensitive, more efficient and less remote enforcement procedures than the federal law. Framers of the Kentucky Act capitalized on the experience of authorities in other state and federal agencies and, ultimately, they based their law on a draft prepared by the National Conference of Commissioners on Uniform State Laws. Although the model was only a draft at the time Kentucky introduced its Act, in the summer of 1966 the National Conference of Commissioners adopted the draft as its model civil rights act.

PURPOSE

The purpose of the Act (Article 1) is to guarantee to all persons in Kentucky freedom from discrimination because of race, color, religion and national origin in connection with employment and places of public accommodation.

Discrimination is a matter of state concern because it involves an individual's dignity and his right to be free of humiliation. Discrimination deprives a state of the full productive capacities of individuals; it encourages strife and unrest; it menaces democratic institutions; and it damages the interest, rights and privileges of all persons within the state.

CONTENTS OF ACT

The heart of the Kentucky Act is contained in the articles covering public accommodations, fair employment practices, enforcement and local commissions. There are, however, seven articles in the Act:

Article 1-Declaration of Purpose; Construction; Severability
Article 2-General Definitions
Article 3-Discrimination in Employment
Article 4-Discrimination in Public Accommodations
Article 5-Enforcement; Judicial Review
Article 6-Protection and Penalties
Article 7-Local Human Rights Commissions

The Kentucky Act contains several significant features. Some are similar to those found in other states' laws, or suggested by various authorities; some of the provisions in the Kentucky Act are new in civil rights legislation. Features which make the Act as strong as possible are:

1) the employment section applies to "the State, any of its political or civil subdivisions or agencies" (201).

2) discriminatory advertising is prohibited in employment (306) and in public accommodations (403).

3) Commission members can initiate complaints (502-h and 503-a).

4) the Commission can provide by regulation for the posting of notices by employers and places of public accommodations (502-n).

5) the Commission can require employers, labor organizations and employment agencies to submit reports on the status of merit employment (503-b) and to maintain such records as are necessary for the enforcement of the Act (508).

6) the public accommodation coverage is worded in broad terms to cover all services to the general public and all places of public accommodation not explicitly excluded.

7) the Commission can issue subpoenas and cease and desist orders (509).

8) the Act provides a fine for intimidation or retaliation against a complainant (602).

9) a novel article enables cities and counties to enact enforceable anti-discrimination requirements covering an entire metropolitan area (701).

10) violation of a conciliation agreement is made an unlawful practice and such agreements are enforceable (603).

ARTICLE 3-EQUAL EMPLOYMENT OPPORTUNITY

Equal access to employment opportunities is one of the greatest needs of minority persons today. Persons unemployed or whose abilities are not used sufficiently because of their race, color, religion or national origin, do not have the opportunity to contribute their full capabilities toward a better life for themselves, for families, for society. Discrimination in employment practices has been a continuing problem in Kentucky; it is a problem which the Act will help remedy.

Coverage

Basically, Sections 302 through 305 of Article 3 state that race, color, religion and national origin are not lawful criteria for making employment decisions. Employers, employment agencies and labor organizations are covered by the Act; so are employers hiring eight or more employees in each of 20 or more weeks in a calendar year. About 80% of Kentucky's employees and 22% of the State's employers are covered by the Act.

Equal Treatment

Under the Act an employer can use seniority and merit systems and can make employment decisions as long as these decisions are not made on the basis of race, color, religion or national origin. What the Act emphasizes is equality of treatment.

The law, however, contains some reasonable provisions for exemptions. For example, religious institutions, including church-related or church-supported educational institutions, are allowed to exercise a religious preference in choosing their employees where religion is a reasonable occupational qualification. Race, color and national origin are not valid qualifications in these cases.

Similar provisions allow the exercise of preferences based on religion or national origin for an employer, employment agency or labor organization where such qualifications are necessary to the normal operation of the enterprise.

ARTICLE 4-PUBLIC ACCOMMODATIONS

With few exceptions, Article 4 of the Kentucky Act covers places of public accommodation including ". . . any place, store or other establishment, either licensed or unlicensed, which supplies goods or services to the general public or which solicits or accepts the patronage or trade of the general public or which is supported directly or indirectly by government funds."

The kinds of places which are subject to the Act are defined in Section 402-a. Exceptions are made for barber shops, beauty shops, owner-occupied tourist homes of five rooms or less, and bona fide private clubs, where policies are determined by members and admission is limited to members and their guests.

ARTICLE 5 - ENFORCEMENT

Inherent in the philosophy and activities of the Commission on Human Rights is the belief that persuasion is the best key to compliance with the law. The Act further encourages persuasion and conciliation, and it is only where these methods fail that the Commission will be required to hold hearings and utilize other procedures.

In Article 5, the make-up of the Commission is discussed (i. e., the Act stipulates that there be bi-partisan representation of employers, proprietors, trade unions, religious groups, human rights groups and the general public on the Commission), and the duties and obligations of the Commission are outlined, particularly in the area of handling complaints.

The procedures for complaints, investigations and conciliation are covered in Section 503. The same section states who may file a complaint and sets a time limit of 180 days within which a complaint must be filed after the alleged practice occurs in a place of public accommodations. There is a time limit of 90 days in which employment complaints must be filed.

Upon receiving a complaint, the Commission staff will conduct a preliminary investigation to determine if there is probable cause to believe that unlawful discrimination has occurred. If cause is found, the Commission will encourage compliance by conference, conciliation and persuasion.

When complaints are filed, the preliminary investigations made by the Commission help screen out baseless charges and protect businessmen from harassment and from unjustified legal defenses. When the complaint is justified, a mandatory conference, conciliation and persuasion procedure must be followed. The conciliation efforts are confidential, and the vast majority of complaints are settled at this stage.

If conciliation efforts fail, the Commission will serve a complaint (504), will subpoena witnesses and documents and will hold a hearing. All hearings are to be conducted according to the strict procedures specified by the Act and according to the regulations adopted by the Commission on Human Rights.

Safeguards

A member of the Commission who files a complaint or who tries to eliminate alleged discrimination in a specific instance is barred from participating in the hearing or subsequent deliberation in that case (504-b). This separation between the investigative and hearing functions of the Commission is one method of assuring the fairness of the procedure. After a hearing and upon a finding that the law has been violated, the Commission can issue a cease and desist order. The final orders of the Commission can be reviewed and enforced in the local circuit courts.

Subpoenas

The Act provides subpoena procedures for the Commission (502-i) and upon application from parties to a Commission hearing (509). All the normal judicial safeguards surround this process, and careful limits on relevancy are written into the Act. Before a court enforces a subpoena, the Commission has to prove that the witnesses or documents sought pertain to possible unlawful discriminatory practices.

Appeals, Review

If the Commission staff determines after investigation that there is no probable cause, then the complaint will be dismissed (503-b and 503-c). The person bringing the complaint has a right to appeal this decision to the Commission and to the circuit courts. Safeguards to protect the rights of employers and complainants at any stage of the process are included (507), and judicial review is available to anyone who feels that he has been aggrieved by a decision of the Commission.

Records

To avoid undue burdens, Section 508-e provides that record-keeping under the Act will conform to records and reports required by federal law and regulations concerning government contracts. For the purpose of uniformity, in the interest of multi-state employers and to prevent employers from having to duplicate employment records and reports, the Kentucky Commission is empowered to work with the U. S. Equal Employment Opportunity Commission to prevent duplication and an undue burden on employers.

ARTICLE 6 - PROTECTION AND PENALTIES

The general philosophy behind and purpose of the Act is to correct discriminatory practices. Since the purpose is to eliminate discrimination and not to punish those who have violated the Act, civil remedies are provided.

Article 6 does provide, however, that anyone who retaliates against an individual exercising rights guaranteed by the Act will be subject to a fine and/or imprisonment.

ARTICLE 7 - LOCAL COMMISSIONS

The Kentucky Act provides for local implementation of non-discrimination policies where local human rights agencies are created with sufficient enforcement power and staff. Under the Act, commissions can be created with jurisdiction over an entire urban area.

Enabling legislation for local efforts to eliminate discrimination is provided in Article 7 of the Act. This article encourages establishment of local human rights commissions and permits local governing bodies to give local commissions enforcement powers. Counties are authorized to create commissions, and cities and counties can legally cooperate to eliminate discriminatory practices. Cities and counties are empowered to pass ordinances covering employment, public accommodations and other problems of discrimination, which are enforceable in circuit courts. Upon the request of the members of the Commission on Human Rights, Section 701 and 703 were drafted so that local governments have the authority to act to eliminate discrimination in housing.

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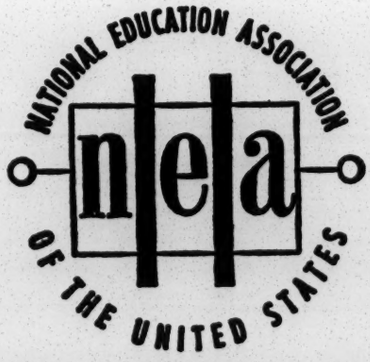

February 9-10, 1967 *Washington, D. C.*

THE TREATMENT OF MINORITIES IN TEXTBOOKS

I shall begin by verbalizing a fact of common experience in the lives of publishers of educational materials: we have been taken to the woodshed time and again for alleged or real faults in our materials. We have been scrutinized by the D.A.R. We have been bruised from the left and lashed from the right. Our authors have been criticized for taking positions and for not taking them. Our books are said to be an emasculated and sterile collection of facts; or to mix the metaphor, disembodied voices "speaking in passive sentences" with all the pretensions of infallibility--if I may paraphrase some neuralgic language from a recent column in the Saturday Review. I suppose it would be most appropriate for me, speaking to you in Washington, D.C., to say that there is a "credibility" gap involved in all this.

So, accustomed as I am to taking my thumps in the woodshed, I welcome this opportunity to talk to you for a few minutes about one publisher's aspirations and what I firmly believe to be the essential honesty of our quest as well as that of all educational publishers.

Within the last three years, a number of critical reviews and school board criteria have been issued in respect to the treatment of minorities in social studies, American history, and other textbooks. Most of the recommendations touch most precisely upon the historical facts about the role of the Negro in American life, the 99.98% pure Causasian illustrations, and the whole problem of giving all God's children a positive view of their place in American society and in the human family. I need hardly remind you that in our huge megalopolises, our concern is primarily with the Negro child, though in many areas it is with the Puerto Rican child, or the Mexican-American child, the Oriental child, or the Indian child. But the furor about a pre-Columbian map and the green line on Madison Avenue in New York on a certain day in March reminds us that other minority problems of the past cast their shadows in ludicrous forms. Thank God that some of us can find humor in the latter incidents even though history can take us back to more tragic episodes in the experiences of the Italians and the Irish, the Poles and the Jews in America's cities. Sociological studies, however, show us clearly where discrimination still exists. So, let me be frank. We have a long, hard row to hoe in the matted soil inhabited by minorities. We have been shockingly unconcerned, for example, about the descendants of those people with a culture who watched certain foreigners disembark from the "Mayflower."

Clearly, however, the massive civil rights movement of the last few years and the recognition of the frightful harm visited upon the Negro in our past history, and today as well, have generated a fierce impatience with foot-dragging in our national moment of truth with the dehumanizing dark ghetto. I could describe all this by other labels. But the facts are clear and chilling. We cannot tolerate what Americans tolerated fifteen or ten years ago.

What has been overlooked in much of the recent criticism is that publishers were not alone to blame for an incomplete, if not distorted, picture of

(More)

American history and society. This grand misinterpretation of history, literature, and life seeped into books, teaching, and educational systems over a period of many, many years. It was built partly on a false picture of the reconstruction period in the south. It was reinforced by the work of serious scholars, aided and abetted by the myth of pseudoscientific racism prevalent in the late nineteenth century. It was solidified in the institutions sanctioned by the law of the land. It was perpetuated by educators, school superintendents, other officials, as well as textbook publishers, who avoided controversial issues. Is it any wonder that children of minority groups, especially Negroes, have absorbed society's disparagement of them and that some have transformed it into self-contempt?

Piece by piece, however, the props that supported this misguided tradition are being torn away, or at least weakened. The law no longer sanctions institutions that perpetuate inequality of education. Professional educators and officials are opening their eyes to the realities. Scholars are embarked on re-examining historical evidence and revising their interpretations. And reputable textbook publishers, I can assure you, are not perpetrators of bias, caterers to white supremacy, nor avoiders of controversy.

Less I be accused of vague generalization, let me give you some idea of what we have done at Silver Burdett Company.

Before I get into the specifics, however, may I tell you something about how we create textbooks and other teaching materials at Silver Burdett, for it reveals a great deal about our philosophy.

At the heart of our publishing activities is an editorial staff, composed of authors, consultants, editors, artists, and designers. We have assembled this staff with great care. Many members of our editorial staff have been teachers and in every sense of the term, "educators"; I might add, too, that members of minority groups. Its members are people of the highest technical competence, but they are more than that--they are men and women of honesty and compassion and conscience, a dedicated group committed to the belief that education is a very responsible business.

To the sensitive and dedicated people of our editorial staff it follows naturally that the treatment of minorities in this country has been, and still is, a matter of great concern. More than four years ago Silver Burdett set out to explore the problem of the treatment of minorities in textbooks and to see how its own products could be improved. Cyril Tyson, John Hope Franklin, and many other authorities in this field were invited to visit us and discuss this problem. Their assistance was most helpful in establishing guidelines. At the same time, Silver Burdett entered into correspondence with various leagues, committees, and individuals who were concerned with bringing minority groups into the mainstream of American life.

(More)

From the file of correspondence accumulated during that period, may I quote from a letter I wrote to Mrs. Joseph H. North of the North Suburban Committee on Civil Rights, St. Paul, Minnesota. Mrs. North, acting for her committee, had asked what effort was being made in Silver Burdett's textbooks "to make children aware of the fact that they live in a pluralistic society." I replied as follows:

I welcome the opportunity to tell you what Silver Burdett is doing in respect to representing our pluralistic society fairly and realistically in our textbooks. I am prompted to comment that your reference to "pluralism" was the first I had seen in a rather voluminous correspondence on this topic. I have held dear the belief that a "melting pot" depiction of American society was incorrect and that the great variety of contributions to American society are the direct result of the infinite variety of the people in that society.

Silver Burdett Company holds that the treatment of minority groups must not be an isolated adjunct to a textbook program, but that the very fabric of our educational offerings must reaffirm that all peoples make up our great society. Our recent publication, The United States of America, a grade eight American history, represents this view. Our new spelling program, Spell Correctly, grades two through eight, is completely integrated. Our new science program, Silver Burdett Science Program, kindergarten through grade six, part of which is in prepublication editions, (and now published), is totally integrated. There is no textbook that we contemplate that will not be a true representation of our beliefs respecting the treatment of minority groups.

To another letter inquiring as to Silver Burdett's position in respect to the treatment of minority groups, I replied:

> We believe that the greatness of American society is directly related to its pluralistic character. Negroes and other racial minorities have contributed, and are contributing, to the forward development of our country and to the formation, explication, and maintenance of its ideals. From this position, it should be obvious that we believe textbooks should reflect the marvelous tapestry of races and creeds that make our country more attractive, more enlightened, and more permanent.

That, ladies and gentlemen, was the position of Silver Burdett early in 1964 with reference to the treatment of minority groups. And it is the position of Silver Burdett today.

How well have these ideals been carried out? At the 57th annual convention of the National Association for the Advancement of Colored People in June 1966, Miss June Shagaloff, the association's director of education programs, put on display 175 textbooks, readers and supplementary reading materials for preschool and elementary school children in which both Negroes and whites are depicted as "normal parts of the American scene." These 175 titles were produced by 20 major publishing houses, including Silver Burdett.

(More)

As it was described in the press, this publishing effort is "an experiment that could help transform white people's concept of Negroes and the concept Negroes have of themselves." This statement is accurate in every respect except one: The publishing effort is by no means an "experiment." It is a firm commitment shared by everyone at Silver Burdett.

Let me go into a bit more detail.

No minority group depicted in any publishing program undertaken by Silver Burdett is treated in isolation. Our goal is the accurate, empathetic portrayal of a pluralistic society--whether it be the role of the Caucasian in Kenya or the Negro in the United States. We strive for truth, to deal with the aspirations of all men; the treatment of minorities is vital, but only part of the total picture.

I can give you several examples. In the fields of language arts, music, science, adult education, and social studies, Silver Burdett has demonstrated through both text and illustration the extent of its commitment to an equitable and adequate treatment of minority groups. The most obvious--and crucial --subject is the social studies. I'll begin with our grade one text, Families and Their Needs, published last year. This book was written and published no more for white suburbia than it was for the ghetto-pocked inner city. Our arena was the entire world, inhabited by the human family. Our thrust was the identification of factors that determined just how the needs of families from a variety of physical environments and cultures are met. Our hope is that all men will become aware of their common heritage as members of the human family and of their obligations toward their fellow men.

It so happens that of the 54 photographs in the text that illustrate some aspect of American families, 18 show minority group families or individuals--a ratio of one to three. Now, we had no thoughts of establishing any ratio whatsoever. Our prime reason for the selections we made was to punctuate graphically some beginning principles of anthropology, economics, geography, history, sociology, and political science. It would be misleading if I said that we did not intentially choose photographs that included minority groups. But our reason, again, was truth--to show as many ethnic and socio-economic strains as were needed to portray the differences that give our society its variety and richness, and to portray that society's problems and accomplishments. This spirit permeates the entire social studies program of which Families and Their Needs is a part.

Let me give you an example at the secondary school level. In The American Achievement, an American history used in the nation's high schools, the role and contributions of the American Negro in text and pictures are woven into the fabric of American society. Thus, the student is given the necessary background for a realistic understanding of the civil rights movement of today. If we are to promote the development of the skills of critical thinking and of problem solving among the students who use our materials, we

dare not let these students--tomorrow's citizens--acquire a misinformed and unrealistic view of American life.

And now I'd like to mention briefly two special projects that have some bearing on our topic. The first is an assignment we were given by the New York City Board of Education. The published result, a series entitled Call Them Heroes, represents the efforts of a public school system working side by side with a textbook publisher for a common purpose. In this instance the purpose was identical to the one that brings us all here today. Our charge was to write and develop materials that would give members of minority groups an opportunity to identify fully with the mainstream of their society, and encourage them to find a place in this society that reflected the full extent of their capabilities. How well did we succeed? It is too early to tell whether this series has affected dropout statistics in New York City, but we do know that although the books have been available for little more than one calendar year, nearly 400,000 of them are being used in social studies, remedial reading, and guidance classes from grades seven through twelve in all five boroughs of New York City.

My final example concerns an American history text that will be available this spring. It is being prepared for those junior high school students with a lower than average mastery of reading skills--sometimes called "slow learners."

We are vitally aware that a sizable percentage of the youngsters we are trying to reach with this book live in urban areas. We are vitally aware that a sizable percentage of these youngsters are representatives of minority groups--for some of whom English is a second language. Such students need visual stimulus and the ingredient of drama in order to learn.

The last chapter of our book, which will be called Adventures in American History, is titled "The United States Today." One fourth of this chapter deals with the problems of civil rights, and I'd like, if I may, to read the last three paragraphs of this section. (Please keep in mind that it was written in an informal style at a fifth grade reading level):

> There is less discrimination today than there used to be. More and more companies are hiring Negroes and giving them better jobs than they ever had before. More Negroes are going to college and many have won high places in business and government. In 1964 Martin Luther King, Jr., won the Nobel Peace Prize for his leadership of the civil rights movement.
>
> But progress is still slow, and many Negroes are demanding their full rights now. They don't want to wait. They are tired of segregation, discrimination, and poverty. They want changes and they want them fast. That's why there have been riots in the Negro sections of Los Angeles, New York, and other cities.

(More)

Lots of white people don't want a change, and that makes the problem of civil rights very hard. Full equality for all Negroes probably won't come for a long time, but it must come some day if America wants to keep the respect of other nations and its own citizens. When we pledge allegiance to the flag, we say, "One Nation, under God, indivisible, with liberty and justice for all." Do we really mean what we say? Can we speak of "justice for all" if all Negro citizens do not have equality?

It is my belief that this is a forceful, straightforward treatment of the civil rights problem of which we can be proud.

We at Silver Burdett are determined that our texts and instructional materials will reflect by text and illustration the contributions made to our society by minority groups. We are equally determined that our text materials will never be psychologically damaging to children of any minority group. All of the resources of the company are directed to these ends. We have, out of a sense of moral and social responsibility, set high ideals for ourselves. And in maintaining these ideals, we can only prosper--for, what is good for education, is good for business.

I have tried to make it clear that we, as publishers, have committed ourselves unequivocally to improving and accelerating learning, and also to developing right attitudes in our readers at the earliest possible opportunity. Why are not these efforts immediately apparent?

For one thing, there is a sizable time lag between the conception of a text and its publication. It may take anywhere from two to four years, depending on the program, for the writing, editing, and production of materials. Perhaps this explains why it is only within the past few years that improvements in texts have become noticeable.

Secondly, because of the nature of the adoption systems in this country, several more years may elapse before a text comes into use in any given school system. Most state and local school systems make their selections of texts only every four or five years, and many are prohibited by law from changing texts before the adoption time has expired. Thus, it is true that many school districts are still using texts copyrighted as many as five or six years ago that do not reflect the most recent scholarship, or that still do not lay the necessary bases for building desirable attitudes in their users. Meanwhile, thousands of pupils continue to be deprived.

But can we afford to be slow in undoing the errors of the past? The unhappy tradition we are trying to overcome took well over a century to form. We cannot allow another century to pass before all our children are provided with the opportunities of democracy.

(More)

Publishers have their work cut out for them. But so, too, have scholars, educators, teachers, and administrators. We look to professional scholars in all fields to help correct the inadequacies of our present curricula. We look to the professional historians for authoritative scholarly interpretations of history.

We also look to educational administrators. It isn't enough that a school board or a superintendent make a policy statement regarding the treatment of minorities in texts. It isn't enough that grandiose statements are made about human dignity. Nor is it enough that these statements be made only in those big city systems where there are large minority groups. Educational administrators should give more encouragement to publishers who invest heavily in producing truly innovative educational materials.

So much for the question of the Negro and other minorities in social studies texts and what was once the lily-white, middle-class tone of textbooks.

We are far, however, from coming to grips with the heart of the problem, and I do not say this to divert your attention from publishers of educational materials.

We have only begun, in scattered experiments, to grop our way toward successful, imaginative approaches to educating the minority child. We need to apply the insights of psychiatricts, psychologists, sociologists, and those few teachers who do achieve substantial, measurable improvements in the pyschological and learning climate of the ghetto's classrooms despite social deprivation theories. I do not have the slightest doubt that we need desperately an emergency education program on a vast scale that must involve experimental curriculums, creatively new methods of instruction, massive guidance and remedial efforts--all with a rapidly escalating educational budget that we as a nation have only begun to visualize with a shudder for our ghettos. I commend to you for serious reading Kenneth B. Clark's Dark Ghetto (1965) if you really wish to begin to understand the awesome magnitude of working through the pathology of the ghetto to a confrontation of the educational task at hand.

Let me say that merely improving traditional textbooks or text materials is a piddling part of the problem. Needless to say, what errors there are in textbooks and in attitudes reflected therein must be settle forthwith. I say, however, just as readily that today's best textbook will be inadequate as whatever kind of tool it is in 1969 or 1970 even if we do not mount a sustained educational enterprise. As fast as we learn by experimentation and evaluation, we must change our materials. Indeed, I have no doubt that the traditional textbook is disappearing. We need a variety of materials and new modes of instruction.

(More)

Permit me to raise a final concern. You and I know that the total educational process is hardly encompassed in schooling or in our customary lock-step plus headstart and upward-bound programs. What must this nation do by national commitment of a socio-economic nature to give the Negro child a positive self-image if he lives in broken homes, in indigency, in the body-and-soul-racking ghetto? We have not decided. I must say honestly that it is the dreary task of the historian to record America's hesitancy to commit its resources and brain power to this task. It appears to be the prospect that most of our Negro children today will grow up in society's neglect and live a life-long, frustrating, dehumanizing siege in the ghetto. Meanwhile, some misguided enthusiasts are intrigued by the allegedly potential educational creativity involved in telling the Negro child in extenso about his African heritage. He is just as much African as I am an apparition from Tipperary.

# # #

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Louise Cole

Guidelines for VISTAs for use with VISTA Book Kits

prepared by the National Book Committee

* Resource Material for Book Project

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9. The Paperback Goes To School
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11. Grosset + Dunlap, Inc.
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~~12. The American Assembly, State Legislatures in American Politics. Edited by Alexander Heard~~
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* ★ Book sent to Atlanta University Library School Library.

Not On List For A.U. Library School Library

Biblioq

"Across the country 6,340,000 non-white children are learning to read and to understand the American way of life in books which either omit them entirely or scarcely mention them."

The All-White World of Children's Books

By NANCY LARRICK, *former President of the International Reading Association, and well known writer about children and their education.*

"WHY are they always *white* children?"

The question came from a five-year-old Negro girl who was looking at a picturebook at the Manhattanville Nursery School in New York. With a child's uncanny wisdom, she singled out one of the most critical issues in American education today: the almost complete omission of Negroes from books for children. Integration may be the law of the land, but most of the books children see are all white.

Yet in Cleveland, 53 per cent of the children in kindergarten through high school are Negro. In St. Louis, the figure is 56.9 per cent. In the District of Columbia, 70 per cent are Negro. Across the country, 6,340,000 nonwhite children are learning to read and to understand the American way of life in books which either omit them entirely or scarcely mention them. There is no need to elaborate upon the damage—much of it irreparable—to the Negro child's personality.

But the impact of all-white books upon 39,600,000 white children is probably even worse. Although his light skin makes him one of the world's minorities, the white child learns from his books that he is the kingfish. There seems little chance of developing the humility so urgently needed for world cooperation, instead of world conflict, as long as our children are brought up on gentle doses of racism through their books.

For the past ten years, critics have deplored the blatant racial bias of the textbooks. Last August, Whitney Young, Jr., executive director of the National Urban League, attacked the trade books as well. In a nationally syndicated column, he berated American trade book publishers for omitting Negroes from their books for children. As an example, he singled out a Little Golden Book, entitled *A Visit to the Zoo,* which pictures New York's Central Park Zoo in realistic detail except that no dark face is shown. "The entire book-publishing industry is guilty of this kind of omission," charged Mr. Young.

Are the publishers guilty as charged? To find the answer, I undertook a survey of more than 5,000 trade books published for children in 1962, 1963, and 1964. Surely the effect of Little Rock, Montgomery, and Birmingham could be seen by this time, I reasoned.

As a start, I turned to the seventy members of the Children's Book Council who published trade books for children in each of these three years. Sixty-three of them—90 per cent—completed my questionnaire; many gave anecdotal information as well.

Analysis of the replies and examination of several hundred books led to the discouraging conclusion that the vast majority of recent books are as white as the segregated zoo of Golden Press. Of the 5,206 children's trade books launched by the sixty-three publishers in the three-year period, only 349 include one or more Negroes—an average of 6.7 per cent. Among the four publishers with the largest lists of children's books, the percentage of books with Negroes is one-third lower than this average. These four firms (Doubleday, Franklin Watts, Macmillan, and Harper & Row) published 866 books in the three-year period, and only 4.2 per cent have a Negro in text or illustration. Eight publishers produced only all-white books.

Of the books which publishers report as "including one or more Negroes," many show only one or two dark faces in a crowd. In others, the litho-pencil sketches leave the reader wondering whether a delicate shadow indicates a racial difference or a case of sunburn. It would be easy for some of these books to pass as all-white if publishers had not listed them otherwise.

The scarcity of children's books portraying American Negroes is much greater than the figure of 6.7 per cent would indicate, for almost 60 per cent of the books with Negroes are placed outside of continental United States or before World War II, an event as remote to a child as the Boston Tea Party. There are books of African folk tales, reports of the emerging nations of Africa, stories laid in the islands of the Caribbean, biographies of Abraham Lincoln and Jefferson Davis and historical stories about the Underground Railroad. Most of them show a way of life that is far removed from that of the contemporary Negro and may be highly distasteful to him. To the child who has been involved in civil rights demonstrations of Harlem or Detroit, it is small comfort to read of the Negro slave who smilingly served his white master.

Over the three-year period, only four-fifths of one per cent of the children's trade books from the sixty-three publishers tell a story about American Negroes today. Twelve of these forty-four books are the simplest picturebooks, showing Negroes in the illustrations but omitting the word from the text. Examples

are *Benjie* by Joan M. Lexau (Dial Press); *Tony's Birds* by Millicent Selsam (Harper & Row); *The Snowy Day* and *Whistle for Willie* by Ezra Jack Keats (Viking).

Those for readers of twelve and up mention the word Negro, and in sev-

—From *New Boy in School* (Hastings House).

"In spite of Southern opposition, favorable reviews made this book a 'best seller.'"

eral the characters tackle critical issues stemming from school integration, neighborhood desegregation, and nonviolent demonstrations. But these books are usually so gentle as to be unreal. There are no cattle prods, no bombings, no reprisals. The white heroine who befriends a Negro in high school enjoys the support of at least one sympathetic parent and an admiring boy friend.

Several books do have outstanding literary merit. Among them are *Roosevelt Grady*, by Louise Shotwell (World), the story of a Negro boy whose parents are migratory workers; *I Marched with Hannibal*, by Hans Baumann (Henry Z. Walck), a boy's report of the brilliant Carthaginian general; *Forever Free: The Story of the Emancipation Proclamation*, by Dorothy Sterling (Doubleday); *The Peoples of Africa*, by Colin M. Turnbull (World); and *The Peaceable Revolution*, by Betty Schechter (Houghton Mifflin), a beautifully written report of three phases of the nonviolent revolution as seen in the work of Thoreau, Gandhi, and the American Negro today.

But these notable titles are the exceptions. "Really fine books are still scarce," says Augusta Baker, coordinator of Children's Services in the New York Public Library. Most of the books depicting Negroes are mediocre or worse. More than one-third have received unfavorable reviews or been ignored by the three major reviewing media in the juvenile book field—*The Horn Book*, *School Library Journal*, and *Bulletin of the Children's Book Center* of the University of Chicago.

How well do recent children's books depict the Negro? To answer this question I enlisted the help of four Negro librarians who work with children in New York, Chicago, and Baltimore. They rated 149 of the books "excellent" and thirteen "objectionable" in their portrayal of Negroes either through illustration or text.

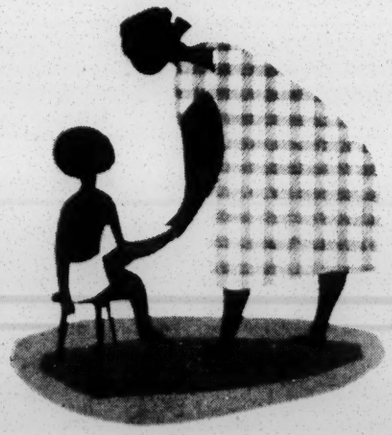
Among those listed as "objectionable" are three editions of *Little Black Sambo*. Another is *The Lazy Little Zulu*, which a reviewer in *School Library Journal* rated as "Not recommended" because it "abounds in stereotypes."

The identification of Negro stereotypes in adult fiction is vividly spelled out in the unpublished doctoral dissertation (1963) of Catherine Juanita Starke at Teachers College, Columbia University. By analyzing the work of popular American novelists of the past hundred years—from James Fenimore Cooper to James Baldwin and Ralph Ellison—Dr. Starke shows how the Negro in fiction has changed from the ridiculous stock character to the emerging individual who is first a human being and second a Negro.

Early novelists called the Negro "gorilla-like," gave him a name that ridiculed his servile status (Emperor, Caesar, or Brutus, for example), and made his dark skin and thick lips the epitome of the ludicrous. The Negro mother was described as uncomely and ungraceful, clothing her stout body in gaudy calico.

Concurrently there were protest novels which showed the "counter stereotype"—the Negro of unsurpassed grace and beauty, poetic language, great wisdom, and unfaltering judgment.

In the 1920s *The Saturday Evening Post* was building circulation on the Irvin S. Cobb stories of Jeff, the comic Negro menial. Twenty years later, the *Post* was still doing the same with stories



—From *Snowy Day* (Viking Press).

"Many of the simplest picturebooks show Negroes in the illustrations but omit the word from the text."

by Octavius Roy Cohen and Glenn Allan, who wrote of Negroes who ridiculed themselves and their race.

Perhaps the public opinion which applauded this kind of adult fiction in the forties was responsible also for the 1946 Caldecott Medal award to *The Rooster Crows: A Book of American Rhymes and Jingles*, illustrated by Maud and Miska Petersham and published by Macmillan. Apparently the librarians who selected this book as "the most distinguished American Picture Book for Children published in the United States" in 1945 were not bothered by four pages showing Negro children with great buniony feet, coal black skin, and bulging eyes (in the distance, a dilapidated cabin with a black, gun-toting, barefoot adult). White children in this book are nothing less than cherubic, with dainty little bare feet or well-made shoes. After eighteen years enough complaints had been received to convince the publisher that the book would be improved by deleting the illustrations of Negro children. In the new edition of *The Rooster Crows* (1964) only white children appear.

The 1964 Caldecott Award went to *The Snowy Day*, written and illustrated by Ezra Jack Keats and published by Viking. The book gives a sympathetic picture of just one child—a small Negro boy. The Negro mother, however, is a huge figure in a gaudy yellow plaid dress, albeit without a red bandanna.

Many children's books which include a Negro show him as a servant or slave, a sharecropper, a migrant worker, or a menial.

On the other hand, a number of books have overtones of the "counter stereotype" observed by Dr. Starke—the Negro who is always good, generous, and smiling in the face of difficulties. The nine-year-old hero of *Roosevelt Grady* is one of these. Cheerfully and efficiently he looks out for the younger children or works alongside his parents in the fields, does well at school when there is a school to go to, never loses his temper, and in the end finds a permanent home for the family. The book won the Nancy Bloch Award for the Best Intercultural Children's Book for 1963, although it includes no whites except the teacher, the social worker, and the owner of the trailer camp. Only the pictures indicate that the Gradys and their friends are Negroes.

When the Cleveland Board of Education recommended *Roosevelt Grady* for children's reading, a Negro newspaper deplored this choice because one picture shows a work-gang leader grappling with a fat knife-toting Negro who has threatened a young boy. "This is a gross stereotype," was the objection. "But the

main story shows beautiful family life among Negroes," was the reply, and *Roosevelt Grady* remains on the Cleveland list.

It is not unusual for critics to disagree as to the effectiveness of the picture of the Negro in a book for children. For example, one of the librarians who helped me gave *Tolliver,* by Florence Means (Houghton Mifflin), a rating of "excellent" for its picture of the Negro. Another criticized it as a modern story set in Fisk University as it was twenty-five years ago. "There has been a revolution down there since then," she wrote. "As a result the book seems somewhat condescending."

Whispering Willows, by Elizabeth Hamilton Friermood (Doubleday), also brought mixed response. It tells of the friendship of a white girl who is a high school senior in the class of 1911 and a Negro girl who works as a domestic in a white home. One librarian gave the book top rating. Another objected to the stereotype of the gentle Negro servinggirl who "knows her place."

These divergent opinions point up the dilemma faced by publishers of children's books. As Albert R. Levinthal, president of Golden Press, explains it, "Golden Press has been criticized from both sides. . . . Almost every time we reissue *Little Black Sambo* we receive mail deploring it. When it is not available in our Little Golden Book series, we have had letters asking why we do not keep this classic in print!"

One irate Mississippi mother (white) denounced a Little Golden Book of Mother Goose rhymes in a long letter to the Jackson *Clarion-Ledger.* She was aroused by the old rhyme, "Three babes in a basket/And hardly room for two/ And one was yellow and one was black/ And one had eyes of blue."

"I bought one of the Little Golden Books entitled *Counting Rhymes,*" she wrote. "I was horrified when I was reading to my innocent young child, and, behold, on page 15 there was actually the picture of three small children in a basket together . . . and one was a little Negro! I put my child and the book down and immediately called the owner of the drugstore and told him he would not have any more of my business (and I buy a lot of drugs, for I am sick a lot) if he didn't take all the rest of his copies of that book off his shelves."

The illustration shows the Negro baby looking down at a mouse. Determined to get the whole truth about basket integration, the Mississippi mother said she got in touch with the author, presumably Mrs. Goose herself. She said the author gave this explanation of the black child: "He was aware he didn't belong there, and he was looking down in shame because somebody (a symbol for the outside meddling yankees) has placed him in the same basket with the white child, where he didn't really want to be. Also he was looking down at the mouse as if he recognized some kinship to animals."

It's an amusing story. But the sad fact is that many publishing houses are catering to such mothers of the South and of the North. As one sales manager said, "Why jeopardize sales by putting one or two Negro faces in an illustration?"

Caroline Rubin, editor of Albert Whitman, tells of three books brought out in the 1950s: *Denny's Story,* by Eunice Smith, which shows Negro children in illustrations of classroom activity; *Fun for Chris,* by Blossom Randall, with Negro and white children playing together; and *Nemo Meets the Emperor,* by Laura Bannon, a true story of Ethiopia. "The books won favorable comment," writes Mrs. Rubin, "but the effect on sales was negative. Customers returned not only these titles but all stock from our company. This meant an appreciable loss and tempered attitudes toward further use of Negro children in illustrations and text."

Jean Poindexter Colby, editor of Hastings House, faced similar opposition in 1959 when she told her salesmen about plans for *A Summer to Share,* by Helen Kay, the story of a Negro child from the city who visits a white family in the country on a Fresh-Air-Fund vacation. "Galleys on the book had been set and art work was in preparation," Mrs. Colby wrote in the April 1965 issue of *Top of the News,* published by the American Library Association. "I told the salesmen present about the book and immediately encountered such opposition that I felt we either had to cancel the book entirely or change the book to an all-white cast. I wrote apologetically to the author and artist, explaining the situation. They were both cooperative and the racial switch was made." *A Summer to Share* came out in 1960 with the Negro child turned into another white one.

Mrs. Colby's experience with *New Boy in School,* by May Justus (1963), was quite different. This is a simple story for second and third graders about a Negro boy who enters an all-white class. "We had a great deal of trouble selling *New Boy in School* in the South," she writes. "Ed Jervis, our southern salesman, reported that one big jobber would neither stock nor sell it. Another one would only fill special orders." But then favorable reviews began to come in—from *School Library Journal,* the *New York Times,* the Chattanooga *Times,* the Savannah *News,* the Raleigh *Observer,* and the Tulsa *World,* among others. "Now it is a real best seller!" she reports.

Mrs. Colby is also feeling pressure from those who deplore a story that shows the Negro as a slave, a servant, a railroad porter. "Slavery has been practically taboo for many years now as a subject for children's literature," she writes, "and depicting the Negro as anything but perfect is not welcome either. White children and adults can be bad, but Negroes cannot. So my job has been to tone down or eliminate such people and situations. . . . But when can we lift the shroud from the truth?"

Not all editors speak as frankly as Mrs. Colby. One, who asks to remain anonymous, says it took her two years to get permission to bring out a book about children in a minority group. Another reports a leading children's book club rejected a 1961 book "especially because Southern subscribers would not like the way this heroine tackled the problem of prejudice." Although no other publisher commented on book-club selection, this is undoubtedly an important influence in editorial decisions.

WHEN the directors of eight children's book clubs were questioned about the books they have distributed since September 1962, they listed only a tiny fraction that includes Negroes. Four hard-cover book clubs offered 230 books of which only six mention Negroes. Four paperback book clubs distributed 1,345 titles with Negroes included in fifty-three.

Not one of the fourteen Negro books on the ALA list of Notable Children's Books in 1962, 1963, and 1964 won the more lucrative award of book-club selection.

In the two Negro books distributed by the Weekly Reader Children's Book Club—*Long Lonesome Train,* by Virginia Ormsby (Lippincott), and *Skinny,* by Robert Burch (Viking)—the Negro characters are Aunt Susan, her son Matt, a fireman, and the handyman, Roman. Richard R. RePass, director of this hard-cover book club, says, "These I would consider neither germane to the plot, nor particularly flattering to our Negro citizens. The main reason why there are not more books with Negro characters among our book club selections is the general dearth of good candidates."

It should be explained that the hard-cover book clubs send the same book to every child while the paperback book clubs ask each member to choose one title from a list of ten to a dozen. Perhaps for this reason the paperback clubs have distributed certain titles which the hard-cover book clubs would not take a chance on. One of these is *Mary Jane,*

by Dorothy Sterling, published by Doubleday in hard cover and given a two-star rating by *School Library Journal.* It also received the Nancy Bloch Award for 1959. This is the realistic story of a Negro girl who is the first to enter an all-white junior high school that bristles with prejudice.

Mary Jane has not been selected for hard-cover book club distribution. But after several years of deliberation, the Arrow Book Club, one of the paperback clubs, offered *Mary Jane* to its fifth- and sixth-grade members. By December 1964, 159,895 copies had been sold. "Only six letters of complaint were received," reports Lilian Moore, Arrow Book Club editor, "all from adults in the South. And many warm comments have come in from the children who read *Mary Jane.*"

By March 1965, *Mary Jane* had been published in Swedish, Dutch, Czech, German, and Russian editions. According to *Publishers' Weekly,* the Children's Literature House of Moscow reports 100,000 copies of *Mary Jane* have been printed there and are stirring up "lively interest."

Obviously not all children's books can or should include Negroes. The story of a family in Plymouth Colony or in modern Sweden would be distorted if Negro faces were shown. Certainly no author or artist should be required to follow any formula for integration.

But, consciously or unconsciously, most writers and artists have long been following the formula for pure white books. Some of the distortions caused

—From *Roosevelt Grady* (World).

"Only the pictures indicate that the Gradys and their friends are Negroes."

by this formula are ludicrous. For example, *We Live in the City,* a simple picture-book by Bert Ray (Childrens Press, 1963), tells of Laurie and Gregg looking over the city of Chicago—a city that apparently has no Negroes.

Only white people appear in *Your Brain,* by Margaret O. Hyde (McGraw-Hill, 1964). In books of science experiments, it is usually a white hand that holds the thermometer, a white arm reaching for a test tube, white children feeding the guinea pig. In books of poetry it is a white face smiling over the first stanza.

While making a survey of G. P. Putnam's books of the past three years, Putnam's juvenile editor Tom MacPherson came upon an illustrated novel about professional football, with not a single Negro player among the professionals. "That embarrassed us considerably," he wrote.

SEVERAL juvenile editors expressed similar concern. "I was surprised," wrote Virginie Fowler, editor of Knopf's Borzoi Books for Young People, "to realize how few books we have on our list that accept an integrated society. . . . as I look at my titles and think of the books [I realize] in many instances they could easily have been books about a Negro child or could have been shared books of child and friend."

Executives at Golden Press analyzed the Little Golden Books of 1962, 1963, and 1964 and decided that thirteen of their all-white books could have included Negroes in a perfectly natural, realistic way. One of these is *A Visit to a Children's Zoo,* cited by Whitney Young, Jr. ("He is certainly right," said the Golden Press editor. "A missed opportunity for a natural handling of the situation.")

In the meantime, the Negro market has expanded to at least $25 billion in consumer purchasing power, according to John H. Johnson, publisher of *Ebony.* The Negro school population and the number of Negro teachers are growing rapidly, particularly in the large urban centers. With vastly increased funds available through government sources, a huge economic force is building up for integrated schools and integrated reading materials.

Lacking good children's books about Negro history, many school libraries are purchasing the $5.95 adult book, *A Pictorial History of the Negro in America,* by Langston Hughes and Milton Meltzer (Crown). Boards of education in both New York and Detroit have written and published their own paperback Negro histories for young readers.

The integrated readers produced by the Detroit Board of Education and published in 1964 by Follett for in-school use are now being sold in paperback in the bookstores—where parents are reported to be buying eagerly.

The market that most publishers are avoiding is being cultivated by—of all corporations—the Pepsi-Cola Company, which has produced an excellent LP recording *Adventures in Negro History.* This has been made available to schools through local soft-drink distributors. The first pressing of 10,000 copies was grabbed up almost immediately, according to Russell Harvey, director of Special Market Services. After a year, 100,000 copies had been distributed and a second record is being made. (The first record, filmstrip, and script may be purchased for $5 through the Special Markets Division of Pepsi-Cola, 500 Park Avenue, New York, N. Y. 10022).

What about the children's books coming out in 1965? According to reports from editors, about 9 per cent of their 1965 books will include one or more Negroes. This is 1.5 per cent above the average for 1964.

In addition, there will be a continuing trend to up-date or reissue earlier books that include Negroes. Among those reissued in the past three years: *My Dog Rinty,* by Ellen Tarry and Marie Hall Ets (Viking); *Black Fire: A Story of Henri Christophe,* by C. Newcomb (McKay); *Famous Women Singers,* by Ulrich (Dodd, Mead); *The Story of the Negro,* by Arna Bontemps (Knopf); and *The Barred Road,* by Adele DeLeeuw (Macmillan). *Ladder to the Sky,* by Ruth Forbes Chandler (Abelard), which went out of print for several years, has returned in 1965.

This year Doubleday is launching its new Zenith Books, "to explain America's minorities." These books are planned for supplementary reading in high school English and social studies classes. The accompanying Teacher's Manual puts them more definitely with textbooks than with trade books.

Many juvenile editors who state determination to present a completely fair picture of Negroes in our multiracial society add the reservation: "where it seems natural and not forced."

"We don't set about deliberately to do these things," writes Margaret McElderry, editor of children's books at Harcourt, Brace & World, "but take them as they seem natural and right."

"We plan to continue to introduce Negroes where it can be handled in context and illustrations in a normal way," says Margaret E. Braxton, vice president of Garrard Publishing Company. "Artificial books forcing the racial issue are *not* a part of our future plans."

"Most publishers are eagerly looking for manuscripts that deal with integration and the problems faced by Negroes in our country," writes Mrs. Esther K. Meeks, children's book editor of Follett Publishing Company. "If we found twice as many publishable books that included Negroes in a natural and sympathetic manner, we should be happy to publish them." *South Town,* by Lorenz Graham, winner of the Follett Award of 1958, is one of the few books for young people

that tells a realistic story of the violence resulting from racial prejudice.)

Fabio Coen, editor of Pantheon Books for children, makes this comment: "A book even remotely discussing racial problems has to deal with the subject with the same spontaneity and honesty that is basically required of any book. To my mind, it is therefore impossible to commission one."

The newly formed Council for Interracial Books for Children operates on the principle that, given encouragement, authors and artists will create good children's books that include nonwhites, and that given the manuscripts, publishers will produce and market them. The Council, sponsored by a group including Benjamin Spock, Ben Shahn, Langston Hughes, Mary Gaver, Alex Rosen, Harold Taylor, Harry Golden, and Sidonie M. Gruenberg, will offer prizes for outstanding manuscripts and will negotiate with editors for their publication.

—From *Benjie* (Dial Press).

"Books of outstanding merit are still the exception."

The crisis that brought the Council into being is described by one of its organizing members, Elinor Sinnette, district school librarian for the Central and East Harlem Area of New York: "Publishers have participated in a cultural lobotomy. It is no accident that Negro history and Negro identification have been forgotten. Our society has contrived to make the American Negro a rootless person. The Council for Interracial Books for Children has been formed to relieve this situation."

Whether the Council gets many books into print or not, it can accomplish a great deal simply by reminding editors and publishers that what is good for the Ku Klux Klan is not necessarily good for America—or for the book business. White supremacy in children's literature will be abolished when authors, editors, publishers, and booksellers decide that they need not submit to bigots.

Theodore B. Dolmatch

PERSONAL OPINION

Color Me Brown — I'm Integrated

On this page, each month, a distinguished educator, writer, or critic of education is given an opportunity to express his views freely on a topic of his own choosing. The opinions expressed may differ sharply from those of the editors.

By THEODORE B. DOLMATCH, *President of Pitman Publishing Corporation and its subsidiary Initial Teaching Alphabet Publications, Inc.*

AS A PUBLISHER of textbooks and their accompanying paraphernalia, I have long taken for granted my partnership with teachers in the educational enterprise. I am not alone in my presumptions to professional status; most textbook publishers stress this partnership, and educators are prone to accept publishers as "full-fledged members of the educational fraternity."

But if there is any significance in this publisher-educator relationship, we, as publishers, have a responsibility for producing instructional materials that truly serve the needs of teacher, pupil, and community. Yet, in at least one broad area, I contend, we are failing.

In response to the belated recognition that the American experience is heterogeneous, a growing number of educational authorities are echoing the statement of the Michigan Department of Public Instruction, that: "Education has a responsibility for promoting good inter-group relations and for presenting, from textbooks and curriculum materials, an accurate and unbiased concept of America as the multi-cultural, multi-racial, and multi-religious nation that it is."

Unfortunately, too many of us have read strange meanings into this call for texts that reflect the diversity of American life.

With new eyes, publishers and educators have looked at their older books, only to see blond children and suburban homes, white-collar fathers, and grandparents on farms. On the basis that these are now wrong, they have begun to produce and use what one Negro educator has called "color-me-brown" books, as naïve in their own way as their predecessors. One can ask whether replacing white children with brown ones or replacing country children with children from the city is the answer. In one Harlem classroom, the teacher was most delighted with the new wave of primers that replaced pink complexions with brown ones. She asked her children what was different in these books. They had no immediate answer, so she persisted until one child finally spoke up. "All the children are sunburned," he said, in sad confirmation of Santayana's reflection that the opponents of the ruling orthodoxy merely invert its errors rather than discover new truths.

The immediate response to Anglo-Saxon materials seems to be non-Anglo-Saxon materials. We publishers are urged—nay, told—to provide urban environments, multiracial groups, to stress the "real" as it really is—in the city. Ever eager to please, and with a weather eye out for the market, we do books about Negro heroes instead of books about heroes—Negro and white—and so replace our previous exclusion with separatism. We now seek after the same mythic simplicity, but in a new style, instead of attempting to cope with the increasing complexity of

American reality. But that which is truly representative of the American experience is its diversity: We are city *and* suburban, black *and* white (and yellow and red, too, for that matter), blue collar *and* white.

Further, though our ethnic and geographical variety is a key to American life, it cannot be the only rationale for textbooks; they must convey ideas as well. A variety of environments can introduce the child to a world that is wider than either city or suburb alone. The child needs to know that his point of contact with his fellow man is to be found in himself, in the nonenvironmental world of human responses. Conceptual and verbal horizons must be enlarged; this is not achieved merely by changing environments to right old wrongs.

Books can help children develop useful and strengthening concepts of self by stressing the inner reactions which are shared by all children. If education is to expand horizons, the literal environment must be subordinated to the self-evident truths of human experience. A Celtic myth or an African one, for example, is both more valid to non-Irish and non-Africans than any truncated and sterile recitation of backyard or street adventures. The issue is man's heritage, not the black man's or the white man's.

This move to "either-or" books raises yet another issue. By developing different books for specific ethnic or geographic subcultures, we make it too easy to forget that, to quote the president of the American Textbook Publishers Institute: "Textbooks that recognize and respect all kinds of human differences help young people to develop a sense of common destiny." If we produce books that "relate" only to one group, how can the members of that group develop that "common" destiny?

The call for books that, so belatedly, repair old wrongs has not only produced texts that starve the child with a diet as limited in its own way as his previous one. This dictum also tells some publishers only that they must produce—not integrated books—but merely integrated books to parallel existing and continuing segregated ones. Separate but equal, as it were.

I would raise the question, therefore, whether "separate-but-equal" books do not indeed nullify the best efforts of educators. At best, it seems anomalous that texts should be created which pander to the prejudices that we have officially abandoned. At worst, the production of one set of books for segregationists and another for integrationists circumvents moral imperatives, and does so in a particularly unpleasant way. If the President of the United States has suggested that the issue of segregation is moral and not political, when will we decide that it is also not commercial?

There was a day when Darwin was omitted from biology texts destined to be sold in Tennessee, when the Anglo-Saxon heritage was the only American heritage, when separate but equal satisfied too many of us. That day is past, and atavistic texts and opportunistic publishers are particularly out of place.

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THE ORGANIZATION OF THE FEDERAL CIVIL RIGHTS EFFORT

PAPER TO BE PRESENTED TO NOTRE DAME CONFERENCE
ON CIVIL RIGHTS, FEB. 18-20, 1966

BY

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PROFESSOR OF LAW
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THE ORGANIZATION OF THE FEDERAL CIVIL RIGHTS EFFORT

I. The First Round Of Coordination Of The Federal Civil Rights Effort

Since the election of 1964, we have witnessed a dramatic change in the manner President Johnson has sought to coordinate the federal civil rights effort. A fruitful discussion of how the federal effort should be organized must draw the lessons of this experience.

On December 2, 1964, President Johnson asked the Vice President-Elect to submit specific recommendations by the first of the year on how best to coordinate the functions of the various federal agencies in the civil rights field. The President laid down three guidelines - (1) the federal government must speak with one voice to those affected by the federal civil rights programs; (2) federal officials charged with responsibility for particular programs must feel free to exercise their responsibility with final authority; and (3) Negro and other minority groups must have full access to the federal anti-poverty programs.

A. The Federal Civil Rights Effort As Of December, 1964

As of this date, the most significant civil rights development--in terms of administrative as well as substantive consequences--was, of course, the enactment of the Civil Rights Act of 1964. This Act shifted the locus of the struggle for civil rights from the judicial branch to the executive and administrative branch of the federal government. This is the central fact in any consideration of the organization of the federal civil rights effort.

1. Responsibilities of the Federal Courts and the Department of Justice. Prior to 1964, the responsibilities of the federal judiciary and the Department of Justice included the enforcement of the pre-1957 civil rights statutes and the Civil Rights Act of 1957 and 1960. The Civil Rights Act of 1964 added duties further to safeguard the right to vote, to desegregate public education, other public facilities and privately-owned places of public

accommodation and to end discrimination in employment in industry affecting interstate commerce.

While the 1964 Act (apart from Title VI) authorizes private suits in the federal courts to enforce the rights to equal employment opportunity and to equal access to public education, other public facilities and privately-owned places of public accommodation, it also gives the Attorney General an important role in the judicial enforcement process. The Act empowers the Attorney General to intervene in any private suit to assure equal employment opportunity or equal access to a privately-owned place of public accommodation. It also authorizes him to intervene in any private suit complaining of any other denial of the equal protection of the laws "on account of race, color, religion, or national origin," if he certifies to the court that the case "is of general public importance."

The Attorney General may initiate suits to enforce the rights to equal employment opportunity and to equal access to privately-owned places of public accommodation whenever he "has reasonable cause to believe" that there is "a pattern or practice of resistance to the full enjoyment" of these rights. For the first time, too, the 1964 Act expressly authorizes the Attorney General to initiate suits to compel the desegregation of public schools and other public facilities, if he receives a complaint and certifies to the court that the complainant is unable to maintain a suit and that the suit will further materially the orderly desegregation of the schools or facilities, as the case may be.

2. Responsibilities of Other Federal Executive and Administrative Agencies.

a. Title VI. Title VI of the 1964 Act makes it the responsibility of every federal department or agency to assure that no person is discriminated

against under any program or activity to which it extends financial assistance. It has been estimated that Title VI covers more than 190 programs administered by 21 Federal departments and agencies which, in fiscal 1966, will distribute over $18 billion in Federal assistance. The principal departments and agencies extending such assistance are mentioned below. In addition to these agencies, the Atomic Energy Commission, the National Science Foundation, the National Aeronautics and Space Administration and the Departments of Agriculture and Interior have important obligations under Title VI in connection with various programs of higher education which they help to support.

The Department of Labor has Title VI duties in connection with the Federally-financed recruitment, training, referral, employment service and apprenticeship, programs. The Department of Commerce has such duties in connection with the programs of the Bureau of Public Roads and the Area Redevelopment Administration.

b. Department of Health, Education and Welfare. (1) The U.S. Office of Education has heavy responsibilities under Title VI in connection with the Federal aid to education programs. In addition, the 1964 Act imposes upon the Commissioner of Education important additional obligations to facilitate the desegregation of public education. (a) On or before July 2, 1966, the Commissioner must report to the President and Congress "concerning the lack of availability of equal educational opportunities for individuals by reason of race, color, religion, or national origin in public educational institutions at all levels in the United States, its territories and possessions, and the District of Columbia". (b) The Commissioner may render "technical assistance" to school authorities "in the preparation, adoption, and implementation of plans for the desegregation of public schools," including plans for "coping with special educational problems occasioned by desegregation." (c) The Commissioner may finance college "short-term or regular session institutes

for special training designed to improve the ability of teachers, supervisors, counselors, and other elementary or secondary school personnel to deal effectively with special educational problems occasioned by desegregation." (d) Finally, the Commissioner may finance local school board programs (i) to give to teachers and other school personnel inservice training in dealing with desegregation problems and (ii) to employ specialists to advise local school boards in handling desegregation problems.

(2) The Public Health and Welfare Administrations also have important Title VI responsibilities in connection with Federally-assisted health and welfare programs, including the programs of aid to hospitals, state and county welfare departments, health clinics, and community mental health centers.

c. The President's Committee on Equal Employment Opportunity. This interdepartmental committee (PCEEO), which also has some private members, was established by Executive Order 10925, March 6, 1961 and had its authority extended by Executive Order 11114, June 22, 1963. The Vice President of the United States was designated its Chairman and the Secretary of Labor its Vice Chairman. The Vice Chairman was to have "general supervision and direction of the work of the Committee and of the execution and implementation of the policies and purposes" of the Executive Order. An Executive Vice Chairman, appointed by the President, was to be "primarily responsible for carrying out the functions of the Committee" and was authorized to act for the Committee "pursuant to its rules, delegations, and other directives."

PCEEO's functions were two-fold - (1) to recommend "additional affirmative steps . . . to realize more fully the national policy of non-discrimination [in employment] within the Executive Branch of the Government"; and (2) to require the inclusion in Government contracts of provisions under which the contractor would agree not to discriminate against any employee

or applicant for employment because of race, creed, color, or national origin and to obtain compliance with these provisions.

The Civil Service Commission assumed important responsibilities for PCEEO in connection with (1) above. In connection with (2), the Executive Order made each contracting agency "primarily responsible for obtaining compliance with the rules, regulations, and orders" of PCEEO.

Executive Order 11114 extended the policy of nondiscrimination to employment under contracts for construction financed with assistance from the Federal government. In addition to the agencies mentioned below, the Department of Commerce and the General Service Administration had responsibilities under Executive Order 11114.

It is estimated that PCEEO had jurisdiction, directly or indirectly, over approximately 38,000 employers and 18 million jobs--most of the manufacturing employment in the country.

To complete the picture, it should be mentioned that the National Labor Relations Board is also engaged in the effort to assure equal employment opportunity in so far as it has held certain racially discriminatory practices to be unfair labor practices.

d. Equal Employment Opportunity Commission. The 1964 Act created this Commission (EEOC) to administer the provisions designed to prevent discriminatory employment practices by employers, unions and employment agencies. EEOC is empowered to investigate charges to such practices and to eliminate any such practices found to exist by "informal methods of conference, conciliation, and persuasion." Although it may not issue cease and desist orders, or even institute lawsuits to prohibit such practices if it fails to secure their voluntary elimination, EEOC may institute proceedings to compel compliance with a court order prohibiting them issued in any action brought by the aggrieved person. It may also recommend that the Attorney General

intervene in a suit brought by a private party or initiate a suit himself and assist him if he does either.

In addition, EEOC is empowered to cooperate with, and utilize the services of, regional, state and local agencies and other public and private agencies, to effectuate the objectives of the Act. It may furnish "technical assistance," make "technical studies," and engage in educational and promotional activities, to encourage compliance with these objectives.

e. The Department of Defense. This Department has the gravest responsibilities under Executive Orders 10925 and 11114. In addition, the Department has the duty to assure equal opportunity in the recruitment, training and promotion of personnel in the Armed Forces, the Reserves and the National Guard and equal treatment for military personnel and their families in off-base schools, housing and public accommodations.

The Department also has important Title VI functions in connection with the grants and loans it makes to educational institutions.

f. The President's Committee on Equal Opportunity in Housing. This interdepartmental committee was created by Executive Order 11063, November 20, 1962, to prevent discrimination in the sale or rental of housing constructed after the date of the order with federal assistance (FHA, VA, PHA, Urban Renewal) and to use its best efforts to secure the elimination of discriminatory practices in the sale or rental of housing built with federal assistance prior to the date of the order. The Committee member assigned by the President from the staff of the Executive Office (Governor Lawrence) serves as Chairman and Executive Director. Each department and agency involved in the provision, rehabilitation, or operation of housing and related facilities retains prime responsibility for securing compliance with the Order's requirements. It has been estimated that E.O. 11063 covers less than 20 per cent of new housing

starts annually.

g. Housing and Home Finance Agency. This agency has the principal responsibility for effectuating the objectives of E.O. 11063. It also has duties under E.O. 11114 in connection with Federal and Federally - assisted housing construction projects.

h. Office of Economic Opportunity. Established by the Economic Opportunity Act of 1964, this Office must administer the various anti-poverty programs authorized by the Act on a nonsegregated basis. Though not a civil rights agency in the strict sense of that term, its work will have tremendous impact upon the struggle for civil rights in the United States.

i. The Community Relations Service of the Department of Commerce. This Service was created by the Civil Rights Act of 1964 to "provide assistance to communities and persons therein in resolving disputes, disagreements, or difficulties relating to discriminatory practices based on race, color, or national origin which impair the rights of persons in such communities under the constitution or laws of the United States or which affect or may affect interstate commerce." This assistance is to be provided "in confidence and without publicity." The Service may also be asked by a court with jurisdiction over a suit to prohibit discrimination in a place of public accommodation to attempt to obtain voluntary compliance with the requirements of the 1964 Act.

j. United States Commission on Civil Rights. Established by the Civil Rights Act of 1957, the Commission investigates denials of civil rights, evaluates Federal laws and policies intended to implement the constitutional guarantee of the equal protection of the laws, recommends to the President and Congress new laws and policies to achieve this objective and serves as a national clearing house for information about the struggle for civil rights in the United States.

k. Sub-Cabinet Committee on Civil Rights. Established early in the Kennedy Administration under the chairmanship of Harris Wofford and, as of December 1964, of Lee White, this Committee was composed of individuals at the Assistant Secretary level in each federal agency having important civil rights responsibilities. The Committee did not seek to formulate policy but to carry out the decisions of the President and the Attorney General in the civil rights field.

B. The Federal Civil Rights Effort Since December 1964

Statutory developments since Dec. 1964 have not so altered the framework of the federal civil rights effort as to make the following discussion currently inapplicable. Nor will the legislative proposals in the civil rights field now being considered do so. Since December 1964, the Voting Rights Act of 1965 has been added to the armory of weapons in the civil rights struggle. This Act imposes additional duties upon the federal courts and the Department of Justice. Significant additional programs of Federal aid for education, health and welfare, the arts and humanities, manpower and regional development, have been enacted which accentuate the crucial role of Title VI of the 1964 Act.

C. The Problems Of Coordination As Seen December 1964.

The need to coordinate federal civil rights efforts was thought by Administration officials to be necessary for a number of reasons - (1) to prevent individuals, groups and institutions affected by federal, state and local civil rights programs from being harassed by the conflicting or duplicating requirements of different governmental agencies; (2) to prevent state and local officials from being subjected to duplicating or conflicting federal approaches; (3) to eliminate the waste and loss of effectiveness inherent in such duplication and conflict; and (4) to realize the paramount objective of the civil rights struggle which President Johnson later stated so eloquently in his

June 1965 Howard University Address--". . . [N]ot just freedom but opportunity . . . not just legal equity but human ability. Not just equality as a right and a theory but equality as a fact and equality as a result."

To enable the Negro to take advantage of the equal opportunities that may be opened to him, President Johnson stressed the need for measures to strengthen the family, safeguard health, provide adequate housing in decent neighborhoods and adequate training for decent jobs and improve the schools. Coordination was thought essential to assure a successful combined attack upon the root causes of Negro ill-being. President Johnson at Howard saw the infirmities besetting the Negro as a "seamless web," causing, resulting from and reinforcing each other. The Administration in December 1964 was convinced that the Federal effort to combat these infirmities must also be a seamless web, with component parts that reinforced each other. The Vice President-Elect made this point strongly in his report to the President setting forth his recommendations for coordination.

D. The Alternatives Considered By The Vice President-Elect

1. The Collins proposal. Governor Leroy Collins, then Director of the Community Relations Service, recommended that a new agency should be created to assume the powers and duties then vested in every other agency concerned exclusively with civil rights and that all such other agencies should be abolished. Governor Collins envisaged that the new agency would only assist other departments and agencies to perform their civil rights duties in connection with non-civil rights programs which they administered--e.g., the duty to eliminate discrimination in their own employment practices and to assure that government contractors and subcontractors did not discriminate in their employment practices. But the new agency would not assume these duties. However, Governor Collins suggested that the new agency assume all other

civil rights functions housed within departments and agencies not engaged exclusively in civil rights concerns.

Governor Collins' recommendations were not without their ambiguities. But because they were not considered seriously, they were never clarified. Essentially, under Governor Collins' proposal, the new agency would have absorbed the functions of the U.S. Civil Rights Commission, the Equal Employment Opportunity Commission, the Community Relations Service and the Civil Rights Division of the Department of Justice (except for the actual bringing of suits). It was not clear what would have happened to the President's Committee on Equal Employment Opportunity and the President's Committee on Equal Opportunity in Housing.

Governor Collins suggested that the new agency should not assume responsibility for the administration of Title VI by the other federal departments and agencies but should make recommendations with respect to such administration. Most important, he would have given his new agency authority to recommend to the Justice Department when and where to bring suits to enforce the civil rights laws and, apparently, left the Justice Department only with responsibility to determine whether there were legal bases for bringing the recommended suits. Furthermore, Governor Collins would have granted the new agency similar authority to "recommend" the furnishing of technical assistance in satisfying the requirements of the civil rights laws--e.g., the technical assistance which the Commissioner of Education may render to school authorities under the 1964 Act.

2. The Katzenbach proposal. Then Acting Attorney General, Mr. Katzenbach proposed to the Vice President-Elect that he be made the chairman of a broadly representative interdepartmental committee which would be assigned the task of central policy direction and coordination of all federal

civil rights activities. The interdepartmental committee would be called the President's Committee on Civil Rights and include every Cabinet member, the Chairman of the Atomic Energy Commission, the Secretaries of the Army, Navy and Air Force, the Administrator of the National Aeronautics and Space Administration, the Administrator of the Housing and Home Finance Agency, the Administrator of Veterans Affairs, the Chairman of the Federal Home Loan Bank Board, the Chairman of the Equal Employment Opportunity Commission, the Chairman of the Civil Rights Commission and, possibly, certain other sub-cabinet officials such as the Commissioner of Education and Director of the Community Relations Service.

Mr. Katzenbach recommended that this committee should (a) set the civil rights policies of the federal government; (b) review and analyze, critically, the performance of each federal agency in the discharge of its duties in the civil rights field; (c) insure that federal resources are used so as best to attain civil rights objectives; (d) coordinate and, if necessary, recommend the reorganization of the federal civil rights agencies; and (e) work with the leadership of the private civil rights organizations.

This policy-making and coordinating authority, Mr. Katzenbach urged, should be lodged by the President in the committee, not in the Vice President. But he expected the Vice President to make the chairmanship of the Committee his principal concern and to exercise effective control over the committee through his powers as chairman and authority to appoint the committee's staff.

The Acting Attorney General also made certain specific recommendations to coordinate federal civil rights efforts.

a. The Civil Rights Commission. Mr. Katzenbach indicated that he would like to see the investigative jurisdiction of the Civil Rights Commission dispensed with entirely because it overlapped that of every other federal

agency in the field, particularly the Justice Department. But he recognized that such a change would require legislation and expressed the hope that the Commission could be persuaded to confine the exercise of its investigative authority within relatively narrow limits.

Mr. Katzenbach suggested that the Commission should devote itself principally to its clearing house function, which he described as the collection of information for distribution within the Executive Branch.

b. The Community Relations Service. Mr. Katzenbach thought that the Service should abandon "clearing house" activities but assume responsibility for all educational activity in the civil rights field, except in connection with the effort to eliminate discrimination in employment.

c. The President's Committee on Equal Employment Opportunity. Mr. Katzenbach made no recommendations for coordination in the area of employment, where he saw the most serious overlapping of functions, but discussed the arguments for and against abolishing PCEEO and transferring its functions to EEOC.

d. The President's Committee on Equal Opportunity in Housing. Mr. Katzenbach advocated that this Committee should be abolished and its functions transferred to the housing agencies and that the proposed President's Committee on Civil Rights should assume any of its functions that could not be so transferred.

In its essentials, the Katzenbach proposal was supported by then Assistant Attorney General Burke Marshall. Mr. Marshall advanced strong arguments in favor of an interdepartmental committee. Only by the creation of such a committee headed by the Vice President, he contended, could the Vice President, who has no inherent or statutory authority in the civil rights field, acquire an official relationship vis-a-vis the members of the Committee and considerable control over an agency with legitimate functions. For the

President to delegate policy-making and coordinating authority to the Vice President alone, Mr. Marshall thought, would give the staff of the Vice President information-seeking, advisory, and even monitoring, functions with respect to the responsibilities of various departments and agencies. This state of affairs, in his view, would be unworkable and practically intolerable because it would lead to friction between Cabinet members and the Vice President. Basing himself upon the experience of the relationship between the Vice President, as chairman of PCEEO and the Cabinet members heading the contracting agencies, Mr. Marshall argued that friction could be eliminated by the interdepartmental committee proposed by Mr. Katzenbach. Finally, Mr. Marshall suggested that an indepartmental committee would also be advisable to avoid having the Vice President charged with personal responsibility for Administration decisions.

3. The writer's proposal. As one of many consultants to the Vice President-Elect, I sought to find the most effective way for the Vice President to operate in the civil rights field, recognizing that he could not and should not make this field his principal concern, as the Acting Attorney General urged. The President's public statements that he would look to the Vice President to coordinate the civil rights activities of the Executive Branch amounted to a pledge to the civil rights movement that the Administration would throw all the resources of the federal government into the struggle for civil rights. To help spur and inspire the federal civil rights agencies to honor this pledge was the principal contribution I expected the Vice President to make in this struggle. The force and prestige which the Vice President would bring to bear in this effort would be enhanced, I thought, by his general involvement in the affairs of the Administration. This general involvement, I also thought, would put the Vice President in a unique position to see the many-sided federal

efforts, including those not directly related to assuring equality of treatment under law, that would be required to destroy the "seamless web" of Negro ill-being.

The problems of duplication and inconsistency of effort did not loom very large in my mind then - or now. I did not and do not see federal, state and local agencies falling all over themselves in the effort to enforce the civil rights laws and programs. I did not think it would be difficult to encourage the civil rights agencies to solve their particular problems of overlapping jurisdiction peacefully, but nevertheless urged that the Vice President should be empowered to settle disputes which could not be so resolved.

These objectives, I suggested, could best be achieved by the delegation to the Vice President of some of the President's authority to see to it that the civil rights laws were faithfully executed, to be exercised by the Vice President subject to such clearance with the President as he deemed advisable. I assumed that the Vice President would be able to discharge the responsibilities delegated to him with the assistance of only two or three top-level people. In my opinion, an Executive Order delegating Presidential authority to the Vice President was not legally necessary; a letter from the President would have sufficed. But, on balance, I agreed that the formality attending an Executive Order was probably desirable in this situation. Accordingly, I proposed an Executive Order which would authorize the Vice President (a) to evaluate, on a continuing basis, the policies, programs, accomplishments and plans of the federal civil rights agencies and other agencies with activities that could affect the realization of civil rights; (b) to advise the President about the adequacy of these programs and plans and the laws upon which they were based; (c) to recommend to the President changes in the laws and policies

which he deemed necessary to attain civil rights objectives; (d) to recommend to the President changes in administrative structure and relationships necessary to coordinate and increase the effectiveness of federal, state and local civil rights efforts; (e) to recommend to the federal agencies specific policies, programs and procedures to effectuate civil rights objectives. (Though I had no doubt about the legality of a Presidential delegation to the Vice President of authority to issue directives to heads of departments and agencies, I did not think such a delegation was advisable. I saw the Vice President's role as that of personal agent of the President; if orders had to be issued, the President should issue them); (f) to assist the civil rights agencies to resolve their jurisdictional disputes and to adopt policies and procedures to eliminate such disputes; (g) to settle any jurisdictional disputes which the agencies themselves were unable to resolve; (h) to appoint committees of private citizens and groups to advise him in discharging the duties imposed upon him by the Executive Order and (i) to recommend to the President when to convene the conferences called for by section 716(c) of the 1964 Act and to convene such other conferences as he deemed necessary to promote and coordinate the activities of federal, state and local governments in the civil rights field.

The policy-formulating and coordinating authority which I proposed should be delegated to the Vice President directly could not, in my opinion, be exercised as effectively by an overarching interdepartmental committee of which the Vice President was chairman. In my view, the Vice President's authority vis-a-vis the members of the Cabinet would be greater (certainly not less) if the President delegated authority directly to him. I also feared that making the Vice President the Chairman of an interdepartmental committee would impose day-to-day administrative duties upon him which he could not adequately discharge. I did not wish to see the Vice President become the

"bottleneck" in federal civil rights administration. Finally, I read the President's letter of December 2, 1964, as contemplating some form of personal delegation to the Vice President, not the creation of a new interdepartmental committee.

However, since sentiment within the Administration seemed strongly to favor the creation of an interdepartmental committee, I suggested that such a committee might be created to assist the Vice President in performing his duties under the proposed Executive Order. From time to time, the Vice President would convene this committee as a whole, but more often, I indicated, he would work with subcommittees on civil rights matters of particular concern to them. I also suggested the continuation of the Sub-Cabinet Committee on Civil Rights, to be chaired by the Vice President's chief of staff on civil rights matters.

It soon became apparent that this attempt at compromise would not satisfy the advocates of the creation of an interdepartmental committee. The Bureau of the Budget, at the direction of White House aides, was in the process of drafting an Executive Order setting up an interdepartmental committee which did not even name the Vice President as chairman. In an effort to salvage what I could of my original proposal, I suggested, as a possible compromise, an Executive Order which would set up an interdepartmental committee, name the Vice President its chairman and delegate to the committee all the functions I originally proposed should be delegated to the Vice President directly, except the authority to recommend to the federal agencies specific policies, programs and procedures to effectuate civil rights objectives, to settle any jurisdictional disputes which the agencies themselves were unable to resolve and to convene conferences to promote and coordinate federal, state and local activities in the civil rights field. These latter functions, I insisted, should be delegated to the Vice President alone. In

performing them, the Vice President would be acting as the President's agent and not merely in his traditional role as presiding officer.

E. The Report And Recommendations Of The Vice President-Elect.

In his report to the President, dated January 4, 1965, the Vice President-Elect accepted the essentials of the Katzenbach proposal and recommended the creation, by Executive Order, of an interdepartmental committee, the President's Council on Equal Opportunity, of which he should be designated Chairman. He suggested that the Council should be composed of the Secretary of Defense, Attorney General, Secretary of Agriculture, Secretary of Commerce, Secretary of Labor, Secretary of Health, Education and Welfare, Chairman of the Civil Service Commission, Chairman of the Commission on Civil Rights, Chairman of the Equal Employment Opportunity Commission, Administrator of the General Services Administration, Administrator of the Housing and Home Finance Agency, Commissioner of the Office of Education, Director of the Community Relations Service, Director of the Office of Economic Opportunity, Chairman of the President's Committee on Equal Employment Opportunity and Chairman of the President's Committee on Equal Opportunity in Housing.

The Vice-President-Elect proposed that the following functions should be assigned to the President's Council - (1) to recommend to the President general policies and programs to enforce existing statutes and administrative regulations relating to civil rights and to promote equal opportunity for all citizens; (2) to advise the President of any inadequacies in existing Federal laws, polices and programs in the civil rights field and in other Federal activities affecting the full exercise of civil rights and the realization of equal opportunity for all citizens and to recommend improvements in these laws, policies and programs; (3) to recommend to the President such changes in administrative structure and relationships as it deemed necessary (a) to effectuate federal civil rights objectives and (b) to coordinate the activities

of the various departments and agencies in the civil rights field; (4) to recommend to the President policies, programs and procedures to coordinate Federal programs with those of State and local governments fostering equal opportunity for all citizens; (5) to assist the various Federal departments and agencies in the civil rights field to adopt policies and procedures which will be consistent and uniform, prevent duplication and overlapping and promote achievement of equal opportunity for all Americans; (6) to request these departments and agencies to cooperate fully with the Council, its Chairman and its executive staff in fulfilling their duties and functions; (7) to consult with interested groups and individuals on civil rights matters; and (8) to convene conferences to promote and coordinate the activities of Federal, State and local governments and private groups in the civil rights field.

The Vice President-Elect proposed that the Executive Order should assign the following functions to the Council's Chairman - (1) to preside over meetings of the Council; (2) to assist, coordinate, guide and facilitate the work of the Council; (3) to implement decisions of the Council; (4) to represent the Council and supervise the discharge of its functions and responsibilities between meetings; (5) to request reports and otherwise obtain information from the various Federal departments and agencies involved in the civil rights effort; (6) to appoint subcommittees of the Council and special working groups of departmental and agency personnel to study and recommend solutions to particular problems; and (7) to appoint the Executive Secretary and other staff of the Council.

The Vice President-Elect also urged that every federal department and agency appoint an official of Subcabinet rank to be responsible for its civil rights activities and to serve as liaison to the Council.

F. Executive Order 11197, February 5, 1965

The President adopted the recommendations of the Vice President-Elect and

carried them into effect by Executive Order 11197. The President's Council on Equal Opportunity, composed as recommended by the Vice President, was created and the Vice President was designated as its chairman. The Council and the Vice President were assigned the respective functions recommended by the Vice President. Each federal department and agency was required to appoint an official of Subcabinet rank to oversee and coordinate its civil rights activities and to serve as liaison to the Council.

A little more than seven months later, the President abolished the President's Council on Equal Opportunity, along with the President's Council on Equal Employment Opportunity.

II. Experience Under Executive Order 11197

I have not made a thorough study of the activities of the President's Council on Equal Opportunity or of its Chairman and staff. I will recount what I have been able to gather.

The Council staff never consisted of more than three full-time lawyers, including the Council's Executive Secretary, Wiley A. Branton. For a good part of the seven-months of its existence, the staff was even smaller. However, John G. Stewart, Assistant to the Vice President, spent much of his time in the Council's work. I am unable to estimate how much time the Vice President himself devoted to this work. But certain accomplishments may be detailed.

The Vice President and the Council staff supported the Commissioner of Education in his decision to state the policies he would follow in passing upon plans for the desegregation of elementary and secondary schools submitted to him pursuant to the requirements of Title VI and the rules and regulations issued thereunder. I think it is fair to say that the Commissioner of Education took the initiative in this matter. Although Commissioner Keppel recommended that his "policies" should take the form of rules and regulations approved by the President under Title VI, the sympathy of the Vice President's staff did

not suffice to carry this recommendation into effect. The Council staff also encouraged the Office of Education to take the position that the discriminatory dismissal or release of Negro teachers by a school district would violate the Office's requirement that student desegregation be accompanied by faculty desegregation.

The Council also performed purely coordinating functions, primarily in connection with the enforcement of Title VI. It helped to arrange the temporary assignment of about 30 Justice Department employees to the Office of Education to assist in passing upon school desegregation plans submitted for purposes of Title VI. It devised a plan, approved by the departments and agencies, to use examiners employed by the regulatory agencies to conduct hearings under Title VI and to train these examiners to handle Title VI problems. It developed a program under which the 12 agencies providing Federal assistance to hospitals and other health facilities agreed to use the same reporting forms for purposes of Title VI enforcement and to have the Department of Health, Education and Welfare make compliance checks for all of them and to reimburse it for doing so. I worked out similar programs for the agencies providing federal assistance to institutions of higher education and was in the process of extending such programs to other areas at the time of its demise.

The Council also devised a reporting system to measure the progress of Title VI enforcement. This system was not approved by the agencies, and of course not put into effect, at the time the Council was abolished.

The Council dealt with problems of discrimination in employment. Council staff worked with the newly-appointed members of the Equal Employment Opportunity Commission on a daily basis. It also assisted in the planning of the Title VII Conference at which the Vice President was the principal speaker.

A Council task force surveyed the employment problems in six selected

cities and made recommendations to coordinate federal action to improve the employment opportunities of minority groups in these cities. The report of the task force once again illustrated the ramifications of a successful effort to tackle any single civil rights problem. The task force urged a drive to enforce existing federal laws, expansion of economic opportunity in the six cities, special education programs to train minority group members for employment and the designation of the federal officials to be responsible for the overall program in each city.

In March 1965, the Vice President set up a Council task force on urban summer problems, headed by Governor Collins. Eleven cities - New York, Philadelphia, Oakland, Boston, Newark, Rochester, Cleveland, Gary, Detroit, Chicago and Los Angeles - were asked to participate in programs to relieve summer tensions in urban ghettos. All participated, except Los Angeles and Chicago. A representative of the federal government was assigned to each of the nine cities to encourage local officials and minority groups to make the fullest use of the federal programs available to them. At the same time, these federal officials sought to encourage communication between local officials and minority groups and to make the community more aware of and concerned with minority group problems.

Council staff also participated in arranging the Fall White House Planning Conference on Civil Rights.

I do not know whether I have mentioned all the activities in which the Council and its staff engaged in the seven months of its existence. The accomplishments in this short period of time which I have detailed, though modest, are not insignificant. It would be important to know whether the Vice President was able, through the medium of the Council and its staff, to keep "on top" of civil rights developments and whether the heads of departments and agencies with civil rights responsibilities looked to him for guidance and

assistance. Is it fair to say that the defeat suffered by the Office of Education in attempting to apply its Title VI policies to the Chicago Schools revealed a fatal flaw in the Council as a central policy-making and coordinating instrument?

On the basis of the information available to me, I am unable to conclude, despite the fact that I opposed the creation of an interdepartmental committee, that the President's Council on Equal Opportunity would not, in time, have worked well.

I do not know why the President's Council on Equal Opportunity was abolished. In a letter to The New Leader, November 8, 1965, the Vice President states that he recommended the reorganization effected by the President.

III. The Current Structure of Federal Policy-Making And Coordination In The Civil Rights Field: Executive Orders 11246 and 11247, September 4, 1965.

A. E.O. 11246. This Order abolished the President's Committee on Equal Employment Opportunity. The head of each department and agency is required to "establish and maintain a positive program of equal employment opportunity for all civilian employees and applicants for employment within his jurisdiction." The Civil Service Commission is given authority to "supervise and provide leadership and guidance in the conduct of" these programs and to "review agency program accomplishments periodically." In performing its duties, the Commission may issue "regulations, orders, and instructions" with which the heads of departments and agencies are required to comply. Finally, any employee or applicant for employment who complains of discrimination is accorded the right to appeal to the Civil Service Commission in addition to the right of at least one impartial review within the department or agency concerned.

The Secretary of Labor is made responsible for the administration of the program to assure nondiscrimination in employment by government contractors

and subcontractors. He is given all the authority previously possessed by PCEEO and is specifically directed to "provide administrative support for the execution of "Plans for Progress."

B. E. O. 11247. This Order abolished the President's Council on Equal Opportunity. The reasons given for the abolition in the Order itself relate solely to the administration of Title VI of the 1964 Act. It is recited that uniform and consistent Title VI regulations have been adopted by the departments and agencies, a coordinated program of enforcement has been launched and the issues of coordination remaining under Title VI "will be predominantly legal in character and in many cases will be related to judicial enforcement." Therefore, the President concludes, since the Attorney General is the chief law officer of the Federal Government, he should be the one to coordinate all Title VI activities. Unlike E.O. 11246, which empowers the Secretary of Labor and the Chairman of the Civil Service Commission to issue directives to heads of departments and agencies which they are required to obey, E.O. 11247 does not give such authority to the Attorney General in connection with the implementation of Title VI. However, the Attorney General is authorized to promulgate rules and regulations to carry out his functions under the Order, but may not, apparently, direct any department or agency to withhold or terminate, or investigate an application for, federal assistance under Title VI.

C. Transfer of Community Relations Service From Commerce Department To Justice Department. The President has publicly announced that he will seek to transfer the Community Relations Service to the Justice Department. This move will have to be effected by a reorganization plan which, as of the date of this writing, has not yet been submitted to Congress. The Attorney General has indicated that the Director of the Community Relations Service will become an Assistant Attorney General in the Justice Department.

D. The Vice President. The Vice President has no formal role in the

Administration's civil rights effort. In his letter to The New Leader, November 8, 1965, the Vice President stated that he "will continue to serve as the President's principal advisor on civil rights matters and will be in communication regularly with civil rights leaders and others concerned with this vital question."

IV. What Now?

As things now stand, the task of central policy-formulation and coordination in the federal civil rights effort is solely the President's. The Attorney General supervises the administration and enforcement of Title VI and, soon will direct the Community Relations Service. The Secretary of Labor and the Chairman of the Civil Service Commission supervise, respectively, the policies against discrimination in employment by federal government contractors and subcontractors and by the federal government itself. The Vice President expects to serve as the President's principal civil rights advisor and link with the civil rights leadership.

A. The Need For Presidential Delegation Of The Central Policy-Formulation And Coordination Function In The Civil Rights Field.

The need to centralize the formulation of federal civil rights policy and the coordination of the administration and enforcement of the federal civil rights effort in someone or some agency other than the President himself is as urgent now as it was when the President asked the Vice President to undertake the task in early 1965. The basic difficulty with present arrangements is that they reflect insufficient awareness of the interdependence of the various federal civil rights programs and of the federal programs and those of state and local governments and private groups. In other words, they do not provide a structure for action that can come to grips with the "seamless web" of Negro ill-being, of which the President spoke at Howard.

For example, to eliminate discrimination in employment, as Harold Fleming

stressed in his Daedalus piece, will require affirmative action infused with "concern for the identification, training and motivation of present and potential minority employees." It will also require the provision of good quality housing and education and the elimination of discrimination in making these facilities available to minority groups; it will require the strengthening of intraurban and interurban transportation and, of course, imaginative programs to expand the number of jobs suiting the skills of those who need them. I am certain that I have not exhausted the list of requirements in the struggle for job opportunity for minority groups. A similar list of requirements could be drawn in the field of housing. And I know this Conference will draw rather complete lists.

That the "problems are all of a piece" was the dominant theme sounded at the planning sessions of the White House Conference "To Fulfill These Rights." Yet no single federal official or agency - other than the President - now has the duty to take this overall view and act upon it. But the President cannot devote the time and energy needed to perform this function.

I am still of the opinion that the President should delegate this central policy-formulating and coordinating function to the Vice President. But I should like to reconsider this view in the light of the possible alternatives--excluding the creation of another interdepartmental committee.

B. Alternative Suggestions For Central Policy-Formulation And Coordination In The Civil Rights Field.

1. A Single, Operating Civil Rights Agency. The most far-reaching suggestion along these lines was made by Governor Collins in December 1964. Carried to its extreme, it would call for a single agency to administer the federal civil rights effort. The difficulty with this alternative is that it would divorce responsibility for achieving federal civil rights objectives from the authority which must be exercised to realize them.

For example, the federal agency that can most effectively assure that a government contractor or subcontractor will follow fair employment practices is the one that can make it worth his while to do so and most unpleasant for him not to do so. The same is true in the areas of housing, education, health, welfare, community facilities, etc. The agencies with authority to carry out federal programs in all these areas must not be relieved of operating responsibility to assure that these programs are conducted so as affirmatively to promote civil rights objectives. Sometimes, of course, these agencies may be so concerned to advance their particular programs that they are willing to sacrifice civil rights objectives to "get on with the job." This attitude is a lesser danger to civil rights objectives than relieving the agencies of responsibility to help achieve them. Furthermore, this attitude may be changed by an effective, central policy-formulating and coordinating authority which can make the agencies realize that it is parochial and in conflict with paramount governmental aims.

2. Delegation of Policy-Formulating, Coordinating Function to Some Agency or Person Other Than The Vice President. Even if, someday, an adequately-staffed Office of the Vice President is created so that the Vice President, as the President promised the 1964 Democratic Convention, can become "an important instrument of the Executive Branch" and also help to "connect Congress to the White House," it would not necessarily follow that the President must designate the Vice President as his chief coordinator and policy-formulator in the civil rights field. But obviously, the following alternatives must be evaluated in the light of the fact that the Vice President happens to be Hubert H. Humphrey, the former Senator from Minnesota.

The President might delegate the task of civil rights coordination to some Cabinet member in his official capacity or to a special White House

assistant who would make the task his full-time concern. Neither of these possibilities, in my opinion, is preferable to delegation to the Vice President.

When the question of the Vice President's role was discussed in December 1964, doubt was expressed about the advisability of having the President authorize the Vice President to issue directives to heads of departments and agencies. (I did not then and do not now think the Vice President would need such authority). Yet E.O. 11246 empowers the Secretary of Labor and Chairman of the Civil Service Commission to issue such directives. If the coordinator needs to be given such authority by the President, certainly the Vice President can exercise it at least as effectively as a cabinet member or White House assistant. And, unquestionably, the Vice President can more effectively expound, and win support for, the Administration's civil rights program in Congress than any cabinet member or White House assistant. His role in Congress will enhance his role as civil rights coordinator.

Delegation of the task of civil rights coordination to a cabinet member in his official capacity will mean that the cabinet member will probably give even less personal attention to the task than the Vice President. Delegation to a White House assistant who would devote full time to civil rights coordination is, therefore, an attractive alternative. For it is still clear that the Vice President cannot make civil rights his principal concern, though I think he can give the problems of coordination more personal attention than a cabinet member. I had always hoped that the Vice President's chief of staff in such an enterprise would be someone qualified to be the full-time White House assistant on civil rights, of which I speak. If so, the best of the alternatives would be combined. But if this is not possible, we must weigh the alternative of a full-time White House assistant on civil rights (and the Vice President's continuing informal, advisory relationship with the President on civil rights) against Presidential

delegation to the Vice President of authority to formulate civil rights policy and coordinate its administration and a chief of staff to the Vice President of not quite the calibre of one who would be chosen as the full-time White House assistant. On balance, I would choose the latter alternative.

3. Delegation of Policy - Formulating, Coordinating Function to the Vice President. This delegation could be made by letter from the President to the Vice President. In the light of what has transpired, it may be advisable to begin again in this informal, low-keyed manner. Ultimately, I think it would be desirable if the President issued an Executive Order delegating policy-formulating and coordinating functions to the Vice President alone. Anxiety was expressed in December 1964 that such a delegation would make it difficult to provide the funds to enable the Vice President to employ the staff he would need to help him discharge his civil rights duties. I do not share this anxiety. But, if necessary, Congress could be asked to appropriate money for this purpose.

C. Other Recommendations For Civil Rights Coordination

To entrust the Vice President with overall policy-formulating and co-ordinating authority would not preclude the delegation of coordinating responsibility in particular fields to other government officials who would function subject to the Vice President's authority. The recent reorganization effected by the President may be evaluated from this point of view.

1. Employment.

Within the framework I have suggested, the delegation of authority to the Secretary of Labor to oversee the government's program of eliminating discrimination in employment under government contracts, including contracts for construction financed with federal assistance, is a wise step. But it does not solve the most difficult problems of coordination in the area of employment. These problems now involve the relationship (a) between the Secretary of Labor

and the contracting agencies, on the one hand, and EEOC, on the other; and (b) between the federal effort as a whole and similar efforts of state and local governments.

With respect to (a), the opportunity for more effective coordination in the area of employment would greatly increase if EEOC were transferred to, and became a division of, the Department of Labor, much like the Department's Wage and Hour and Public Contracts Division. The latter Division is headed by an Administrator appointed by the President and confirmed by the Senate; his duties, essentially, resemble those of EECC. I would favor the transfer of the functions of EEOC to the Labor Department even if Congress enacts some version of the Clark-Javits-Hawkins bills and grants EEOC adjudicatory duties leading to the issuance of cease and desist orders.

If the powers of EEOC are not to be enlarged, I would favor the abolition of the five-member Commission and the appointment of a single Administrator of an Equal Employment Opportunity Division within the Labor Department to administer Title VII of the 1964 Act. If the power to issue cease and desist orders is to be given EEOC, a number of different possibilities exist for the handling of the adjudicatory functions within the Labor Department. The Administrator of the proposed EEOD could perform these functions, but the bar would probably object. The Department could designate a Judicial Officer - or a board of three hearing examiners - for the purpose. If it proved to be politically unwise to abolish the five-member EEOC, it could be retained as a specialized, legislative court. It could be authorized to issue cease and desist orders after hearings upon complaints filed with it by the Administrator of the proposed EEOD. Or better still, it could be confined to the adjudication of appeals from cease and desist orders issued by the Administrator.

The Secretary of Labor now has operating responsibilities with respect to important aspects of the total job of eliminating discrimination in employ-

ment--for example, the promulgation of standards of non-discrimination in the administration of the programs of employment security and manpower training. The above recommendation would add to these responsibilities so as to maximize the effectiveness of the overall program and facilitate its coordination. It would make available to the proposed EEOD all the resources of the Labor Department's regional and local offices and make it unnecessary to set up and maintain a separate network of such offices to deal with employment discrimination alone. The greater number of Labor Department offices will make it easier for the proposed EEOD to work with state and local fair employment practices agencies and help to solve problem (b) mentioned above.

I can see no objection, within the framework I have suggested, to the delegation of authority to the Chairman of the Civil Service Commission to oversee the program of eliminating discrimination in federal employment.

2. Housing. If the President's call for fair housing laws will result in a "Title VII" for housing, it is important that the administration of the new law be entrusted to the Department of Housing and Urban Development. The considerations leading to the above recommendation to transfer the functions of EEOC to the Labor Department apply with equal force here. (Essentially the same organizational suggestions also apply). The Secretary of Housing and Urban Development has great powers to take affirmative steps to bring about housing desegregation. To make him responsible for the administration of a federal fair housing law will assume that neither it nor his affirmative power is slighted.

In any case, the President's Council on Equal Opportunity in Housing should be abolished and its functions transferred to the Department of Housing and Urban Development.

3. Title VI. The wisdom of asking the Attorney General to coordinate Title VI activities is questionable, even if the Vice President is delegated the recommended overriding authority. But this judgment hangs upon a conception of the use of Title VI which, apparently, is not shared by the Attorney General.

In E.O. 11247, the President predicted that the "issues hereafter arising in connection with coordination of the activities of the departments and agencies under [Title VI] will be predominantly legal in character and in many cases will be related to judicial enforcement." The important Title VI problems should not "be predominantly legal in character." They have not been so far, as the experiences of the Commissionor of Education in Chicago and Boston attest. The important Title VI problems involve political will and determination.

But the President has the power to make his prediction come true. Policy can make Title VI issues "predominantly legal in character" and confine them to the arena of "judicial enforcement." This is what the Attorney General has attempted to do in his Guidelines For The Enforcement Of Title VI, issued Dec. 27, 1965. But in the process, the heart of Title VI may be destroyed.

With the passage of the 1964 Act, litigation lost its crucial position in the struggle for civil rights. Its most important function should now be to buttress the administrative and executive efforts made possible by the 1964 Act. A litigation-minded Justice Department finds it difficult to accept this fact.

The thrust of the Attorney General's Guidelines is to transform the refusal to grant an application for federal assistance, and the termination of assistance being rendered, for failure to comply with the non-discrimination requirements of Title VI from the normal methods of securing compliance with these requirements, once the procedures laid down by section 602 have been exhausted, into "ultimate sanctions", as the Guidelines put it.

To justify this position, the Attorney General maintains that section 602 of Title VI requires the department or agency concerned, before invoking these ultimate sanctions, "to consider alternative courses of action consistent with achievement of the objectives of the statutes authorizing the particular financial assistance."

But section 602 will be read in vain for any such requirement!

The alternative courses of action mentioned by the Attorney General include (a) judicial enforcement, i.e., "(1) a suit to obtain specific enforcement of assurances, covenants running with Federally-provided property, statements of compliance or desegregation plans filed pursuant to agency regulations, (2) a suit to enforce compliance with other titles of the 1964 Act, other Civil Rights Acts, or constitutional or statutory provisions requiring nondiscrimination, and (3) initiation of, or intervention or other participation in, a suit for other relief designed to secure compliance;" and (b) administrative action, i.e., "(1) consulting with or seeking assistance from other Federal agencies (such as the Contract Compliance Division of the Department of Labor) having authority to enforce nondiscrimination requirements; (2) consulting with or seeking assistance from state or local agencies having such authority; (3) bypassing a recalcitrant central agency applicant in order to obtain assurances from, or to grant assistance to complying local agencies; and (4) bypassing all recalcitrant non-federal agencies and providing assistance directly to the complying ultimate beneficiaries."

While the Attorney General asks the heads of the 21 departments and agencies with Title VI responsibilities to consider the "possibility of utilizing such administrative alternatives," he directs them not to reject the "possibility of court enforcement . . . without consulting the Department of Justice."

In effect, the Attorney General has seized upon the provision of section 602 that compliance with the requirements of Title VI may be effected "by any other means authorized by law" and made resort to such other means a condition precedent to the effort to secure compliance by refusing to grant an application for federal assistance or terminating assistance being rendered.

Even in case of an application for one-time or noncontinuing assistance, or an initial application for new or existing programs of continuing assistance, in which noncompliance with Title VI requirements has taken one of the following forms - (a) a refusal to file the requisite assurance or statement of compliance or plan of desegregation; (b) the filing of a document which, on its face, fails to satisfy agency regulations; or (c) the filing of a document which, on its face, satisfies agency regulations but contains false representations as to compliance or representations which in fact are not being honored, the Attorney General directs that assistance shall not be "finally refused" unless and until it is found that "court enforcement is not feasible."

While the Guidelines direct that the head of the department or agency concerned should "defer action" on such an application "pending prompt initiation of section 602 procedures", they do not say expressly whether action should continue to be deferred (i.e., no assistance granted) during the pendency of any proceeding for court enforcement which is found to be "feasible" and until actual compliance occurs. The Guidelines state, however, that the deferral of action (i.e., not granting assistance) would "often be less appropriate" in the case of an initial application for a new or existing program of continuing assistance than in the case of an application for noncontinuing assistance in which deferral "would normally be appropriate," because in the former situation there is "opportunity to secure full compliance during the life of

the assistance program", presumably by court enforcement or the administrative action described above. Thus the Attorney General contemplates that federal assistance will be furnished even though the non-discrimination requirements of Title VI are not satisfied, with the hope and expectation that compliance can be secured in some other way. He therefore advises that funds "should be paid out for short periods only, with no long-term commitment of assistance given; and the applicant advised that acceptance of the funds carries an enforceable obligation of non-discrimination and the risk of invocation of severe sanctions, if noncompliance in fact is found."

Similarly, if Title VI requirements are not satisfied in on-going programs of continuing assistance, the Attorney General directs that federal assistance shall not be terminated unless and until it is found that "court enforcement is not feasible."

In his letter to the heads of the 21 departments and agencies transmitting the Guidelines, the Attorney General expressed the view that the "alternative methods of enforcement" (court enforcement and the administrative action described above) could "in many instances . . . be more effectively used to secure compliance" with Title VI requirements than the cutting off of federal assistance. But the Guidelines do not delineate these particular instances; they direct a general policy that federal assistance "will be refused or terminated to noncomplying recipients and applicants who are not amenable to other sanctions."

But this is not what the long struggle for Title VI was all about. Litigation has not proved to be a suitable weapon to effectiate speedy, wholesale desegregation. Congress thought that the threat to cut off federal assistance would be. But this threat is credible only if backed by the will and determination of the Administration to cut off such assistance in the event

of non-compliance with Title VI requirements and this will and determination can be demonstrated only by resolute, speedy action to cut off federal assistance in the event of noncompliance - and not by the use of this power as a last resort, ultimate sanction after court proceedings (and other administrative action) have failed to secure compliance.

Litigation policy must buttress this strategy. Litigation should be used, first and foremost, to compel desegregation in those instances in which federal assistance has not been applied for or has been rejected. Every effort should be made to see to it that federal assistance is never extended to noncomplying applicants for one-time or noncontinuing assistance and to noncomplying initial applicants under new or existing programs of continuing assistance. And if there is noncompliance under federally-assisted ongoing programs, steps should be taken quickly to terminate such assistance in accordance with section 602 procedures. It may be advisable to resort to court proceedings at the same time that such steps are being taken. (The Guidelines permit the department or agency concerned to proceed with the section 602 hearing to determine the fact of noncompliance; however, as indicated, they do not permit it to complete section 602 procedures unless and until it is found that court enforcement is not feasible). But the completion of section 602 procedures should not await the outcome of court proceedings. Indeed, these Title VI proceedings were intended to make litigation unnecessary.

I do not mean to insist that a suit to obtain specific enforcement of assurances, covenants running with Federally-provided property, statements of compliance or desegregation plans filed pursuant to agency regulations, will never be an adequate substitute for section 602 (1) proceedings looking to the refusal or termination of federal assistance. For example, if a school district

is satisfying Office of Education standards respecting desegregation of elementary and secondary schools except that it is not submitting compliance reports containing all the required information, such a suit to compel the submission of the required information may be an adequate substitute for a section 602 (1) proceeding. It may even be argued, though I am certain many in this group would not, that if a school district is satisfying all Office of Education standards, except the requirement that transportation "shall be provided to pupils under a free choice policy on the same basis as it is provided to other pupils attending the same school", such a suit to compel transportation to be provided on an equal basis may be an adequate substitute for a section 602 (1) proceeding. But such a suit would hardly be an adequate substitute if there is a failure to comply with the rate of desegregation required by the Office of Education.

The Guidelines do not make any such distinctions. And they do not confine the alternative of court enforcement to suits made possible only by Title VI itself - the lawsuit to obtain specific enforcement of assurances, covenants running with Federally-provided property and statements of compliance or desegregation plans filed pursuant to agency regulations. They include in this alternative suits that were possible even before the enactment of Title VI, under other statutes and the Constitution.

So long as litigation is to be the principal means of enforcing Title VI, of course the Attorney General should coordinate the administration of Title VI. The overriding authority of the Vice President should then be used in the effort to put litigation policy in some broader context. But, hopefully, the Guidelines may not mean, in practice, what they say. If they do, they should be changed. In either event, effectiveness of the section 602 procedures will be enhanced

by the Vice President's participation, because action to refuse or terminate federal assistance must pass review by the Congressional Committees having legislative jurisdiction over the program or activity involved. For this reason alone, it would not be wise to seek to coordinate Title VI activities at a level below the Vice President. But there is also an urgent need, as I have emphasized again and again, to assure that federally - assisted programs are used as positive instruments to promote racial desegregation. A litigation-minded approach will not accomplish this objective. The Vice President's appreciation of the requirements of an overall civil rights strategy may.

4. The Community Relations Service and the Civil Rights Commission. In his memorandum to the Vice President-Elect in November 1964, the Acting Attorney General argued that it makes no sense as an institutional matter to centralize in the Justice Department the many non-legal functions involved in directing and coordinating the federal civil rights effort. His argument, as I have tried to show, applies with force to the coordination of Title VI activities. Furthermore, the Attorney General stated that his argument applied with particular force to educational and voluntary - compliance activities that have loomed so large since the enactment of the 1964 Act. He pointed to the obvious fact that the Attorney General has many other concerns to distract him from these subjects. I am persuaded by the Attorney General's argument and, therefore, find it difficult to understand why the Community Relations Service is being shifted from the Commerce Department, where the 1964 Act places it, to the Justice Department.

I should like to suggest the possibility of transferring the Community Relations Service to the Civil Rights Commission. The Justice Department, for some time, has urged that the Civil Rights Commission abandon its practice of

field investigations and hearings. While I think the Mississippi hearings were extremely useful and notice that the group investigating the Watts riots requested the Commission to hold hearings in Los Angeles as soon as possible, I am inclined to agree that the Commission should not concentrate its resources on this type of activity. Everyone seems to agree that the Commission should become the exclusive federal agency serving "as a national clearinghouse for information in respect to denials of equal protection of the laws because of race, color, religion or national origin." (Section 104 (a)(4) of the 1964 Act). It is also important, in my view, that the Commission should continue to perform the function originally given it by the Civil Rights Act of 1957 to "appraise the laws and policies of the Federal Government with respect to denials of equal protection of the laws under the Constitution because of race, color, religion or national origin or in the administration of justice." Because of its independence, the Commission can play a watchdog role of extreme value to whomever is assigned the central policy-formulating and coordinating authority in the civil rights field.

The effectiveness with which the Commission can perform the above functions will be greatly increased, I think, if it is also given operating responsibility for the Community Relations Service. And, in turn, the duties of the Community Relations Service will be discharged more effectively if combined with the clearing-house and watchdog functions.

Then, too, the Community Relations Service needs local offices to operate to maximum effect. These offices can hardly be attached to those of the United States Attorneys. The Civil Rights Commission has begun to set up field offices which conduct general educational and community programs to combat racial discrimination. They could, without difficulty, also become

the arms of the Community Relations Service.

There is need at present for some federal official in each locality to take the responsibility to know about the civil rights problems and programs affecting that locality and to convey this knowledge to the coordinating authority in Washington. If the community relations function were added to its clearinghouse function, the Civil Rights Commission could assign local representatives to take on this task. (Until then, some federal official in each locality should be asked to take on this job. I have been informed that there are now Federal Executive Boards, composed of the top officials in each federal agency, in 12 different cities, organized to coordinate federal activities in each city. Each such Board should be asked to appoint a single official or a committee to concentrate upon the problems of coordinating federal civil rights efforts in the city).

A number of difficulties stand in the way of transferring the Community Relations Service to the Civil Rights Commission. The Commission is an independent, bipartisan agency and it is questionable whether it is wise to have it assume administrative responsibilities shaped by Administration policy. Furthermore, section 1003 (b) of the 1964 Act requires the Service "to hold confidential any information acquired in the regular performance of its duties upon the understanding that it would be so held." It may be objected that the Civil Rights Commission would be tempted to violate this provision if it assumed the functions of the Community Relations Service. But the same objection may be made with greater cogency to the transfer of the Community Relations Service to the Justice Department. The second sentence of section 1003(b) of the 1964 Act makes it clear that Congress is concerned lest information acquired by the

Service is used in litigation arising out of a dispute which the Service is unable to conciliate. There is always the possibility that the Justice Department may resort to such litigation. But the Civil Rights Commission would never face this prospect.

The final, more serious question about the suggested transfer is whether the Civil Rights Commission is able, in view of its history, to perform a useful local mediation and conciliation function. I cannot answer this question with any certainty. The available alternatives, however, lead me to conclude that the transfer of the Community Relations Service to the Civil Rights Commission is advisable.

5. Coordination of Federal, With State, Local and Private, Civil Rights Efforts.

For some time now, John Feild has rightly urged steps to strengthen state and local agencies seeking to promote the desegregation of their communities. The difficulty here is the deplorable condition of most state and local governments generally. When money again becomes available, we should try to get agreement in the country to use the Heller Plan to finance improvements in the quality of state and local governments. Until then, maybe state and local fair employment practices agencies can be improved, as Feild suggests, with federal funds made available under section 709(b) of Title VII.

The coordination of federal, with state, local and private, civil rights efforts also requires special consideration. To this end, the President should set up a permanent President's Conference on Civil Rights. Its principal purpose would be to exchange information and discuss policies and strategies. It could meet regularly in sections devoted to particular problems and annually in general session. It would bring together federal, state and local officials,

representatives of private groups engaged in the civil rights struggle and interested private individuals. It should have a professional secretariat at its disposal. I hope that the Spring White House Conference "To Fulfill These Rights" will see fit to recommend the creation of such a permanent Conference. The Notre Dame Conferences on Civil Rights will then have found a permanent home.

February 4, 1966 Carl A. Auerbach

Title VI Disturbs The Moss of Beaufort

JAMES K. BATTEN

BEAUFORT, SOUTH CAROLINA

THIS is one of those quiet, gracious towns where the Old South myth is almost believable. Beaufort (pop. 6,298) is on a side road to the coast off busy Route 17, halfway between Charleston and Savannah. Its well-kept old mansions and live oaks heavy with Spanish moss evoke the mood of another era, when rice, cotton, and slaves made life comfortable for the plantation aristocracy.

Like its less picturesque counterparts in much of the rural South, Beaufort (pronounced BEW-fort) saw little change in its genteel, relaxed brand of white supremacy during the decade following the Supreme Court's school desegregation decision in 1954. But in midsummer of 1964, two months before nine Negro children finally broke the color line in Beaufort County's public schools, Congress passed the Civil Rights Act. Title VI of that law prohibited the use of Federal funds to support racially segregated programs. The long reprieve for Beaufort and hundreds of similar Southern communities was ending.

The last two years have brought racial change to Beaufort in a rush. Federal administrators from Washington and Atlanta, armed with guidelines for adapting the broad prohibitions of Title VI to specific situations, have swiftly begun to reorder relations between the county's twenty-three thousand whites and fifteen thousand Negroes. (Beaufort County also has fifteen thousand military people at three major installations.)

In September, 1965, the original nine Negro children in previously white schools were joined by 255 more, who transferred from all-Negro schools under a "freedom of choice" plan approved after extended negotiations with the U.S. Office of Education. Last September, the same plan produced enough additional transfers to put 511 Negro schoolchildren, nearly nine per cent of the county total, into desegregated schools. A few white children are receiving instruction from a Negro speech therapist for the first time, and a white speech therapist, a white art teacher, and two white music teachers are spending part of their time at all-Negro schools.

ALL THIS has been sufficient, so far, to keep Federal funds flowing into Beaufort schools. But the Title VI enforcement officials in the Office of Education are disappointed in Beaufort's progress, especially on faculty desegregation. Pressure for additional steps will come this spring as plans are laid for the 1967-1968 round of desegregation.

At Beaufort Memorial Hospital, where Negro patients were relegated to a Jim Crow wing before the Public Health Service investigators arrived, the official policy calls for desegregation of everything except wards and semi-private rooms. The hospital board, declaring last June that "a hospital is a place for a sick person to get well and . . . not . . . a vehicle for enforcing integration," has balked at taking that final step. This refusal has cost Beaufort Memorial all Federal support and placed it off limits to Medicare patients. The nearest hospital approved for Medicare is forty miles away.

While a few white liberals privately applaud the changes in Beaufort, most white people are bitterly resentful. For the first time in thirty years, to the chagrin of white officials, the Ku Klux Klan has held rallies in the county. Just after the schools opened last September, "NEVER" signs blossomed on utility poles in the Beaufort business district. And during the elections, a vigorous Republican Party, relying heavily on the guidelines issue, put local Democrats on the defensive.

As for Beaufort's Negroes, many of them are jubilant about the changes wrought by the guidelines and Title VI. But the key Negro leaders are impatient because Washington is not demanding faster progress toward complete desegregation. They complain that the burden of desegregating schools should fall on school officials, not on Negro parents who must request transfers to put their children in biracial classrooms.

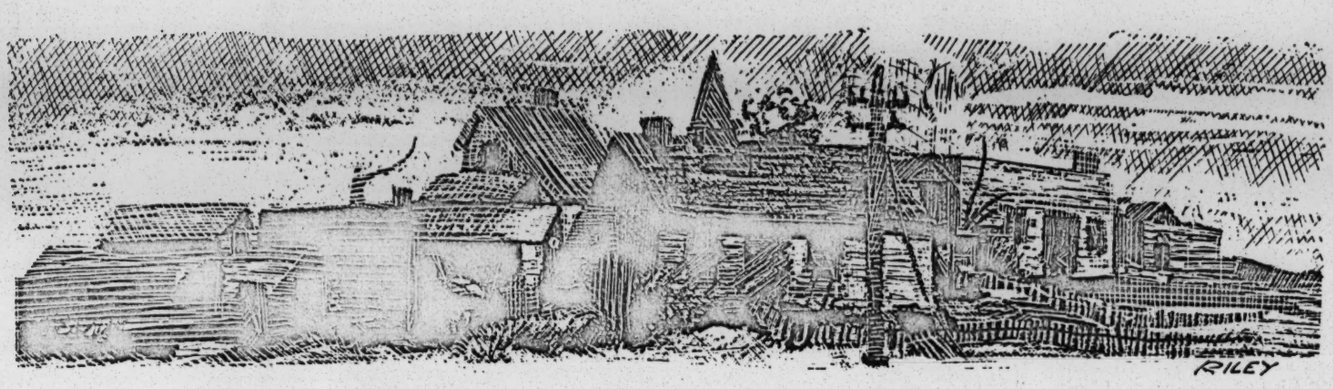
Beaufort's painful path toward a new racial equilibrium, as yet only dimly perceived, is fairly typical of the road that many Southern communities were traveling in the fall of 1966. These small cities and towns, most of which never furnished the dateline for a national civil-rights story, are finally being wrenched from their familiar moorings. And while the sight of a Negro supermarket cashier or an occasional Negro family dining in a restaurant is unsettling to some whites and reassuring to many Negroes, the changes most keenly felt by both races are in the public schools, and to a lesser extent in the hospitals. These are the changes brought by Title VI, which some call the atomic bomb of the civil-rights movement.

The Limits of Congeniality

The Federal guidelines have put many Beaufort people on the spot, but no one more so than Dr. W. B. Southerlin, the mild-mannered fifty-eight-year-old county school superintendent. After spending most of his professional life with the South Carolina department of education, Southerlin moved to Beaufort in 1964, expecting to complete his career in congenial surroundings.

His two years in Beaufort have been far less pleasant than Southerlin had hoped. Almost immediately, he found himself caught between Washington's demands for rapid desegregation and Beaufort's pressures to go slow. Regarded by both sides as a moderate, Southerlin has insisted that Beaufort at least move fast enough to remain eligible for Federal aid.

The county school board has grudgingly gone along, partly because the Marine recruit training center, the Marine airbase, and the naval hospital in Beaufort County make the Federal contribution essential. This year, Washington will provide $850,000 to the county



schools, or twenty-eight per cent of the school budget. A year ago, when it appeared that the Office of Education was about to veto Beaufort's desegregation plan, Southerlin warned repeatedly on the local radio that if the Federal money were lost, the county would be forced to raise property taxes sharply, close the schools after seven months, or charge $20 a month tuition for the last two months of the school year.

So far, Southerlin has kept his balance and a modicum of good will from the opposing sides. But he is worried about the future. "We can't go as fast as the Office of Education wants us to go in areas like this," he asserted in an interview. "If we do, we go against the very goal we have in mind, which is doing away with the dual school system. That's not going to happen in the next three years. If we can do it in fifteen years, we'll be doing very well."

It comes as no surprise that Beaufort's Negro leadership regards Southerlin's timetable as fifteen years too long. While they are pleased about those 511 Negro children in desegregated schools, they are worried about the 5,500 others whose education continues in all-Negro classrooms a dozen years after the Supreme Court found segregated schools to be inherently unequal.

"We've got to get white children into all the schools," insisted Hyland Davis, the Negro chairman of the Beaufort County Voters League and a long-time maintenance man at the nearby Parris Island Marine base. "We can complain about our [Negro] schools and ask for $10,000 worth of work, and they'll do about $300 or $400 worth. But if all those white businessmen say, 'I want this for my kid, or I want that,' then it's going to be done."

What Davis and the other Negro leaders want, of course, is destruction of the old dual school system, not merely the shifting of a few hundred Negro children. Their strategy is simple. They will try to overload the predominantly white schools with enough Negro transfer pupils to force a new integrated assignment pattern.

Already, the influx of Negro youngsters has crowded the system's previously all-white schools. Southerlin and his school board have been forced to purchase fifteen trailer classrooms to handle the overflow. Meanwhile, the transfers have left eight classrooms empty in all-Negro schools. "Our overcrowding is already near the limit," Southerlin admitted. "If the Negroes keep coming, this will vacate other rooms in their schools. Sooner or later, the white schools will be all filled up. Then what do you do?"

To the Negroes, the answer is obvious, and they are proceeding accordingly. The success of their strategy will hinge on their ability to find several hundred more Negro children whose parents will consent to shift them to desegregated schools next September. Davis thinks it can be done, but other Negroes are less confident.

Mrs. Frieda Mitchell, who heads a Negro parents' group that worked hard to promote desegregation, is one of these. "Some people are still reluctant," she told me. "They have loyalty to their own schools. Often parents leave it up to the kids, and they decide to stay where they know children and feel they are part of the school. Also, a lot of people feel that Negro principals and teachers will get offended if they transfer their children; they don't want to hurt their feelings."

More tangible factors are also involved. Because more than half of Beaufort County's Negro families earn less than $2,000 a year, the all-Negro schools qualify for special help under the Elementary and Secondary Education Act of 1965. Many Negro parents would forfeit free lunches, books, and clothes for their children if they transferred to a desegregated school.

Very Private Solutions

While the Negroes prepare their next moves, the white citizens of Beaufort are watching the desegregation of schools with deep misgivings. "That old phobia of lowered standards," as Southerlin calls it, is apparent. One school-board member explained it this way: "The people here are convinced that the Negroes' intellectual level is inferior to the whites', and no amount of propaganda would convince them otherwise. The quality of instruction has to be geared to the average classroom ability to learn. Frankly, I imagine the standards over at Beaufort Elementary now are lousy."

Beaufort Elementary School, with 319 white children and 105 Negroes, is the most heavily integrated school in the county and one of the most heavily integrated in South Carolina. The principal, a twenty-seven-year-old former football coach named William H. (Sonny) Foster, is annoyed by the slighting references to his school, but he admits that the Negro children are having trouble keeping up. "They're not as well prepared as the students we've had in our school system. They're not exposed to good books —or to books, period. A lot of them

don't even have running water at home."

However, Foster and other public-school officials in Beaufort believe that the schools have been damaged less by the arrival of ill-prepared Negro children than by the transfer of able white youngsters to Beaufort's new all-white private school. In the summer of 1965, when the community's first substantial school desegregation was imminent, some of Beaufort's businessmen quickly organized Beaufort Academy. After a year in makeshift quarters offered by historic St. Helena's Episcopal Church, it moved its 325 children last September to a new four-building campus on Lady's Island, across the river from Beaufort.

The homes of Beaufort's social and economic elite are well represented at the academy. The three county school-board members with school-age children have sent some of them to the private school, and so have Beaufort's mayor, at least one state legislator, and other members of the town's upper crust.

Beaufort Academy's headmaster is Commander Charles E. (Chuck) Owens, a veteran of private-school work in Charleston and Atlanta who still uses the naval title he acquired in the Korean War. His oak-paneled office reflects the determination of the academy's backers to go first class.

"I've been delighted to see the real academic concern of the people here," Owens told a recent visitor. "If it were primarily a racial situation, I wouldn't have been interested. But that was the catalyst, of course. There's a general feeling—and I'm inclined to think it's well based—that [with the coming of desegregation] academic standards in the public schools are bound to suffer." To Owens the academy represents no threat to the public schools. "Any monopoly is dangerous," he said. "I think perhaps we've put them on their toes."

YET there are signs that Beaufort Academy already is having a demoralizing effect on the public schools. "The good people of Beaufort are taking their children and their interests away from the public schools just when we need them most, complained Sonny Foster, the Beaufort Elementary principal. "Many people who helped in our PTA, the people who were grade mothers, they are no longer with us. I don't think we were given much of a chance. These people were jumping off a sinking ship when the ship really wasn't sinking. People just panicked."

Many public-school men fear that each increase in desegregation will prompt another group of white parents to send their children to the private school. The danger is reflected in the reaction of an urbane and well-traveled Beaufort businessman: "I think this is a time to stand up for the public schools, and I'd even be willing to make a sacrifice—if there was any—to send my children to a school that is five or ten per cent Negro. But when it gets up to twenty-five or thirty per cent, I'm just not going to do it."

An important limiting factor on any white exodus from the public schools, of course, is the cost. Beaufort Academy's tuition is $350 a year, but a number of parents in modest circumstances have come up with the money. Whether they and others like them could afford private schooling year after year remains to be seen.

At Beaufort Memorial Hospital, the long dispute with Washington has settled into a stalemate. C. Alfred Lengnick, a finance-company executive who heads the hospital board, regrets that. "I wish we were in compliance, personally," he said. "I don't believe you can live outside the tide of the Federal government. If you're running a hospital, you've got to take care of the people in the county."

But Lengnick understands why many Beaufort white people dislike the idea of racial mixing in a semi-private hospital room. "What the Southern white man finds abhorrent is not that his wife or daughter is in the same room with a colored woman. It's the idea that a colored man will be coming in to visit." Lengnick has concluded reluctantly that the only way to solve the problem is to eliminate wards and semi-private rooms. "The answer is private rooms from stem to stern," he said with a wry smile. "They might not be any bigger than a coffin, but they'd be private."

Throughout the South, headlines on the Congressional revolt against school and hospital desegregation enforcement have heartened many whites, including some who concede the necessity for change but insist that Title VI is bringing it disruptively fast. The same headlines are read with dismay by Negro leaders like Davis and Mrs. Mitchell. The forebodings are particularly strong among those who recall that the first Reconstruction era ended ninety years ago when Northerners lost their abolitionist zeal and grew weary of the Southern Negroes' problems. Some fear that the second Reconstruction of the 1950's and 1960's could end the same way.

The Hand of Hesitation

Meanwhile, the small triumphs and tragedies of racial desegregation in the South continue, usually unchronicled and unnoticed except by those whose lives are touched. One such person in Beaufort is an attractive woman who has taught second-graders for the last dozen years. She was a native South Carolinian, she said, and belonged to "the old school." But she understood why Negro parents were eager for integration. "I frankly don't blame them for wanting the best," she said. "I'm just as against this integration as I can be, but I can see their point of view." The strain is proving too much for her. Beaufort Academy has "taken the cream of the crop, and the joy out of teaching. I think this is going to be my last year."

On all sides, she went on, there are terrific pressures. For years she taught her second-graders a little dancing game in which the boys and girls paired off. But after a Negro boy danced with a little white girl, she decided not to use that game again. "I don't want anybody down on my neck saying I'm up here teaching them to dance together."

In years past, she continued, her classes had been happy families. "I've always felt real close to my children, and in other years, we'd always catch hands as we'd go down the hall. But this year, there was a little colored boy beside me, and I had a little hesitation catching his hand. But when I did take his hand, he pulled it away. So now I just don't hold anybody's hand."

TRAGEDY IN GRENADA

A Study in the Breakdown of Law Enforcement

Many scenes of tragedy in Southern communities faced with Negro protest have raised up single villains - "Bull" Connor, Jim Clark, Laurie Pritchett. Most have eventually faced up to the necessity for accommodation of Negro rights. Not so, Grenada, Mississippi.

Grenada, in the Summer of 1966, was not prepared to face the hard reality of unhappy local Negroes. Official Grenada responded to Negro demands with the familiar, "no, never." Law enforcement officers, faced with what they considered the "odious" job of protecting peaceful Negro demonstrators, simply abdicated their legal responsibilities; in confrontations between Negro protestors and white mobs, these officials resembled nothing so much as "bought" referees.

Each time such a confrontation occurred, there was a breakdown in law enforcement - a vacuum of power. Sometimes, other law enforcement agencies filled the vacuum. More often, it was filled by white mobs.

In the Spring of 1966, Grenada, a sleepy, North Central Mississippi town of some 8,000 inhabitants -- whites outnumbering Negroes by about 250 -- had no civil rights organization and had experienced not even the faintest manifestations of organized Negro unrest. Civil Rights Acts, Freedom Rides, sit-ins, protest, had not come to Grenada. The town remained segregated.

"Two sets of restrooms (numbered One and Two) had been built into the County Courthouse. Negroes had never been permitted library privileges. The police force, the city's swimming pool and the town's twelve white churches were all segregated. Even the U. S. Post Office in Grenada was entirely white-staffed." (1) Only 135 of the County's 4,300 eligible Negroes were registered to vote in June, 1962. Four years later, on June 14, 1966, only 700 Negroes were registered. (2)

June 14, 1966 is the day that divides Grenada's history into "before" and "after." For on that hot, sunny Tuesday, the Meredith March came to town. About 175 marchers arrived at the city line; but as the group passed through the town it picked up considerable local support, until one Highway Patrolman, ordered to be on good behavior by an image-conscious

state, estimated that he saw "about a mile of niggers."(1)

The town had made some preparations for the arrival of the marchers. One Grenada official recalled: "We had several meetings among ourselves before the marchers came. We wanted to avoid trouble."(2)

City Manager John McEachin told a reporter who preceded the march: "All we want is to get these people through town and out of here. Good niggers don't want anything to do with this march. And there are more good niggers (here) than sorry niggers."(3)

The streets along which the march proceeded were relatively empty. There were no shouted obscenities, no cat-calls, no missile throwing. The population had been prepared for the march and warned to remain calm.

Policeman Jack Shipp told a couple of would-be troublemakers: "If you want to boo, boo out in the woods."(4)

City Attorney Bradford Dye later described how word was spread to avoid incidents, with statements to this effect: "Roll with the punch." "The County itself is granting concessions to Negroes all over the place." "Let them demonstrate for a day and then the parade will be over - and things will return to normal."(5)

And so, the marchers swarmed into courthouse square, which was ringed by state and county lawmen. The surrounding crowds of whites remained silent, though sullen. Even when SCLC official, Robert Green, climbed up on the town statue of Jeff Davis, slapped the face of the Confederate hero, and referred to him as "this joker . . ." The whites made no public outcry, although that "desecration of our monument" became the Summer rallying cry of bitter, resentful whites.(6)

This demonstration of civic self-discipline didn't mean that the townspeople were reconciled.

From a chair in the barber shop that day, one customer intoned: "They can pass all the laws they want, but niggers'll still have black faces. Where's this gonna end? I'll tell you. It's gonna end when we mow'em down, mow'em down."(7)

A merchant said: "I saw two of my niggers in there, an' they won't have no jobs tomorrow . . . they get in that march an' that's it. They'll be on relief tomorrow." (8)

A Sheriff's Deputy remarked the next day: "After they leave, everything will be the same again. The nigger in this town depends on the white man for his living." (1)

However, in the face of Negro demands and in the presence of national television and newspaper correspondents, city officials yielded gracefully. Prosecutor Dye met with Dr. Martin Luther King, Jr. and other Negro leaders. He agreed to desegregate the Courthouse washrooms. Six Negro teachers were added to the complement of voting registrars. Registration hours were extended from 5:00 pm to 9:00 pm.(2)

As the conference continued, a night march was organized from a nearby church to the town square. "When Dr. King emerged smiling to report that the town had 'completely capitulated' to Negro demands, the crowd went home."(3) Again, the white community remained silent.

"As the group of 300 marchers filed past the darkened homes of the white section, the only sound that rose through the dark-boughed shade trees was the steady scuffle of marching feet. The restraint on the part of the whites was overwhelming. Not one heckler emerged. Not one epithet was hurled. Not one "Nigger" shouted. But the silence was a dark, brooding, seething silence . . ."(4)

But for all of the underlying resentment, the public behavior of local law enforcement officers could scarcely be criticized. They were displaying, for all to see, the image of a "New Mississippi."

"At 8:00 am Wednesday, the Courthouse opened as promised and by the time the march left Grenada Thursday afternoon, some one thousand Negroes had been added to the voting rolls. At a press conference in front of March headquarters, Dr. King declared: 'We will not allow window dressing compliance that will get us out of town. We can't guarantee there won't be some suffering and sacrifice. I've never worked anywhere where Negores haven't lost jobs. But I'm convinced Mississippi will never be the same."(5)

Prophetic words indeed when applied to Grenada.

Before the March was a day down the road, Grenada's true colors - the stars and bars - again fluttered from the War Memorial. Two days later, the Negro registrars disappeared - and the color line reappeared wherever Grenadans gathered.(6) And so, amid mounting tensions, the Movement returned to Grenada full force, "demanding impossibly much of a town

willing to yield impossibly little."(1) Hosea Williams of SCLC unfurled a 51 point bill of demands and pledged to make Grenada nothing less than an "open city," integrated everywhere from the Little League to the Old Folks' Home.(2)

Since the efforts of law enforcement officers were based on the assumption that their difficulties would disappear with the passing of the march, the news that SCLC was planning to conduct an ongoing campaign came as a severe blow. It was at this point that the quality of law enforcement began to deteriorate rapidly - not just from ill-will, but from a real inability to grasp the fundamental issues involved.

Said Sheriff Suggs Ingram: "They had it so easy during the March they thought they could come back and take over. We are not going to put up with what we have in the past, even if it takes force."(3)

In response to the initial demands of SCLC organizers, the city and county officials issued a joint manifesto, stating baldly: "There will be no concessions of any type or degree made to anyone whatsoever."(4)

Grenada wasn't budging. And the second act of the tragedy began.

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A detailing of the Summer's events might well begin with the Independence Day celebration held on the night of July 3 in an abandoned barn outside of town. In attendance, among a crowd of 150, were 8 SCLC staffers, 5 Negro and 3 white, who had been left behind by Dr. King after the March departed. About 10:00 pm, Sheriff Ingram and a deputy appeared. The 3 SCLC whites were arrested and the next day, most of the Negro staffers were rounded up on various charges of being tramps and disturbing the peace.(5)

On July 7, 41 Negroes and 2 whites planned a march on the jail to protest the earlier arrests. (According to some reports, they had just been denied entry to a theater.)(6) They were refused a march permit and then staged a sitdown strike. All 43 were arrested.(7)

Open police brutality on a large scale first occurred on July 10. A group of about 50 Negroes arrived at the Jail for the stated purpose of visiting those already arrested.(8) They were informed that the couldn't visit and were ordered to disperse. When they failed to do so immediately, they were told

that they were under arrest. The group crossed the street and mingled with a crowd of about 150 Negroes who had been watching the demonstration. At this point, approximately 25 State Highway Patrolmen, who had been kept out of sight around the corner, charged the crowd swinging billies and gun butts. The bystanders were still being beaten by the Highway Patrolmen when County policemen were ordered to disperse a nearby crowd of noisy whites. No whites were struck.(1)

From this point on, official hatred and violence were out in the open. There was no longer even a pretense of equal protection under the laws.

The situation grew increasingly tense. White fears and hatreds were further aroused by SCLC's call for a boycott or "black-out" of white-owned downtown stores and by continued concerted attempts to test desegregation in public facilities.(2)

On Wednesday, July 13, the second day of boycott picketing, 35 picketers were arrested after City Attorney Dye ordered police to "disperse these people any way you can."(3)

The next day, about 200 marchers approached the town square, planning to hold a demonstration in front of the War Memorial. But the Confederate statue was guarded by 8 Negroes - identifed by Constable Grady Carroll as prisoners serving life sentences.(4) They were ordered to shove back anyone who came near the statue. The marchers retreated rather than place the Negro prisoners in the position of having to attack other Negroes. Sheriff Suggs Ingram seemed amused by the confrontation of black vs. black.(5)

The struggle grew in intensity. As the boycott became increasingly effective, more picketers were arrested.(6) The Federal Court ordered County officials to provide adequate protection for the demonstrators.(7) The Justice Department sent in Federal Voting Registrars.(8) There were continuous marches and counter-marches, and only the presence of over 100 state Highway Patrolmen prevented massive violence.(9) Three Negroes leaving a theater were brutally beaten because one of them was so light-skinned he appeared to be white.(10) Mass arrests took place at a Negro dance in Tie Plant, a nearby community.(11)

The situation had become so serious, and complete loss of control by responsible community leaders so imminent, that "County officials requested a conference with Movement leaders. They asked for a temporary halt to demonstrations. Leon Hall,

a 19 year old SCLC Project Leader, answered with a list of 17 urgent demands, including the release of the 57 Tie Plant party-goers. Declared one outraged white official: "That settles it. We just wanted you to know that we can't protect you. You are on your own."(1)

Here was an official abdication of responsibility for law enforcement by the power structure. The lid was off. The pot was ready to boil over. And it did.

On August 8, the Police and Highway Patrolmen were issued tear gas and were quick to use it. That evening,"some 75 - 85 City, County and State officers"(2) broke up a Negro voter registration rally by firing about 20 cannisters of tear gas(3) into a crowd of 200 people. City Attorney Bradford Dye explained that the crowd had been ordered to clear the street, "which they did, partially. Then they were asked to open it more. They didn't. Tear gas was used to disperse them."(4) Officers then chased bystanders ten blocks into the heart of the Negro district, clubbing some down on their own front lawns.(5)

The next night, violence became general. As demonstrators neared the town square for a planned rally, Sheriff Suggs Ingram told a reporter: "Now you're going to see a show."(6)

A mob of 250 whites waited by the Confederate monument in the square. As the demonstrators approached, the mob "threw bottles, bricks, steel pipes and firecrackers at the 300 Negroes. The attack sent demonstrators fleeing from the town square with whites in pursuit. A one point, over 100 state and local officers stepped in between the whites and the demonstrators, turned their backs to the white crowd, and rested their guns on their hips with the gun barrels pointed over the heads of the Negroes. Whites continued hurling missiles over the heads of the officers." (7)

"Many of the officers, including Sheriff Ingram, laughed as the missiles struck the Negroes, then issued angry warnings after 2 Negroes hurled missiles back at the whites."(8)

One of the demonstrators was taken to the hospital and at least a dozen others were injured.(9)

When asked the next day why he hadn't stopped the mob, Ingram responded: "Police couldn't have stopped it without using violence." He told how, a few minutes before the attack, he had asked several members of the mob to back away from the demonstrators. "I asked'em to do me a favor. Told'em I'd 'preciate it."(10)

The events of that night made it clear that there was no effective law enforcement in Grenada. In response to the obvious power vacuum, Governor Johnson sent in his riot control expert, Giles Crisler.(1)

On Wednesday evening, August 10, another demonstration was held, this time with rather different results. The evening began with a mob of some 300 whites firing chiselled bolts from sling shots and throwing cherry bombs and other firecrackers at 40 demonstrators, mostly teenagers, who had gathered in the square. Then came the difference. Crisler, backed by 250 officers, mostly State Troopers and Game and Fish Commission Officers, cleared the mob from the square at gunpoint, after they refused to heed warnings about throwing rocks.(2)

Shouts of "nigger lovers" and "traitors" came from the mob as troopers pressed them down streets leading from the square. "I never thought I'd live to see the day,"(3) shouted one man.

Sheriff Ingram remained in the background as State officials took over.

Once it had been demonstrated that there was a force in Grenada bigger than the mob, a certain degree of peace, or at least truce, settled over the town. And that should have been the end of Grenada's chapter in the annals of violent resistance to civil rights activities, but it was not. There was yet a third act.

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On August 26, Federal Judge Claude Clayton, on petition of the Justice Department, ordered Grenada's schools desegregated.(4) School registration had been set for September 2, but because of the complexities involved in the processing of "freedom of choice" forms, it was postponed until September 12.(5)

During the more than three weeks which elapsed between the issuance of the court order and the opening of school, local law enforcement officials, despite their Summer experiences, made no plans for special precautions or protection for the Negro students.(6) According to testimony later given before Judge Clayton, they assumed that the State Highway Patrol would be available for special help, although State law forbids the Highway Patrol to operate in municipalities without the express request of local officials or a formal order from the Governor.(7)

As a result, when School Desegregation Day came, the only law enforcement agencies available to maintain order were the Sheriff and his deputies and the City Police Department, both of which agencies had long since demonstrated their unwillingness and inability to keep order in the community.(1)

Thus, the tragic events of September 12-13 were, in a way, inevitable.

300 of the 1,387 eligible Negro children registered for admission to the formerly all-white Lizzie Horne Elementary School and John Rundle High School.(2)

On the evening of September 11, separate columns of Negro and white demonstrators marched around the Courthouse Square, side by side.

About 275 Negroes shouted, "John Rundle, John Rundle High School," in answer to a shout of "Where are we going to school tomorrow?"(3)

While there was no large scale violence that evening, it was obvious that feelings among both communities were running very high. Still, city officials made no special arrangements.

On the first morning of school, small roving bands of whites, armed with axe handles, lead pipes and chains, attacked many of the 150 Negro children who appeared, lashing out at boys and girls alike. The gangs were directed to their victims by walkie-talkies or gun shot signals, from pick-up trucks which cruised the streets near the school complex.(4)

A few items will, perhaps, catch the flavor of the day.

A gang of whites trampled Richard Sigh, 12, in the dust, breaking a leg.(5)

One group of girls, including 14 year old Emerald Cunningham, were on their way to school when they saw a crowd of whites approaching. Most of the girls fled, but Emerald was caught by the mob. One man pointed a gun at her head and pushed her into a front yard. Then the mob began to beat her with fists, pipes and chains. When Emerald tried to leave, the man with the gun said, "Nigger, you move I shoot your brain out." Finally a white man pulled her up and said: "Get away and don't come back."

Why didn't she flee with the rest of the girls? Emerald explained: "I had polio and couldn't run."(6)

One twelve year old boy, attempting to escape, was forced to run a block-long gauntlet of whites who flailed him with chains. He emerged with a bleeding face and torn clothes.(1)

These, of course, are only a few of the incidents. In all, 33 Negroes and three white newsmen were assaulted that day.(2)

Perhaps the most significant fact is that almost all of these attacks and beatings took place within view of local law enforcement officials.(3)

"While Negro youngsters were thrown to the ground, kicked and beaten, Grenada Policemen stood by and grinned.

"These niggers', explained Constable Grady Carroll,'is keeping the law enforcement officers from doing their duty."(4)

NAACP Attorney Henry Aaronson said that he heard white men make threatening remarks when he arrived at the school grounds. Constable Carroll and Police Captain Turner were nearby, so he asked them for protection.

Aaronson testified: "Carroll looked at the toughs and nodded at me. It was a very distinct nod. Immediately on nodding, the group charged me. I ran to Carroll and said, "Grady, Grady, help me.' He said, 'You don't belong here.' Then the group got me. They hit me on the head and I don't know where else. They beat me to the ground. And I was screaming to Grady for help. I saw Grady's shoes the whole time, while Grady and Turner stood there."

When the ordeal was over, Aaronson reported that Carroll asked him: "What the hell are you doing here causing all this trouble." (5)

A Negro woman stated that she opened her car door to let broken glass fall out of her auto after a white crowd attacked, and Carroll, who had been standing by all the time, said: "Don't you get your . . . out of there. If you do, we'll kill you."(6)

Robert Gordon, a reporter for UPI, tried to escape from the mob by running across the school grounds, but was ordered off the premises by a County Policeman. Then the mob caught Gordon again and knocked him to the street. Finally, two policemen came up and rescued him. One of the policemen told the mob: "OK,boys, he's had enough."(7)

Charles Alexander, 17, was struck with a pistol outside the high school. The assailant then pointed the gun at him. When Alexander pointed the man out to a policeman who was patrolling the sidewalk, he was rebuffed. "I'm busy now," said the policeman.(1)

Instances of police indifference to, and apparent approval of, the brutalities of the day would fill many pages. The police attitude is best summed up by Constable Carroll's explanation concerning the attacks on reporters. "Some of the newsmen needed a cleaning. If they tell a lie, they need a whupping . . ." From whom? "From any body who wants to give it to them," Carroll said.(2)

This day's events did not mark the end of the violence. Although Governor Johnson ordered the State Highway Patrol into the area on Monday night, they did not move into the school area on Tuesday morning until asked to do so by local police.(3) By the time they went into action, many car windows had been smashed and at least four more children beaten.(4)

While the presence of the State law enforcement officers put an end to attacks on women and children, it did not have a beneficial effect on the mood of the white community.

Several hundred whites, shouting defiance of state and federal authority, held a furious session Monday night in the City Hall Auditorium to demand that the patrol be withdrawn. "If you get that State Highway Patrol out of here, there won't be a nigger left in Grenada," cried one man.(5)

On Tuesday night, a group of Negro demonstrators were attacked by a white mob in the town square. The large contingent of State officers stepped between the groups only after the white attack had taken place.(6)

This was the last serious incident of violence. Order was finally brought to Grenada by the presence of the State Highway Patrol, 13 FBI arrests,(7) and a Federal Court order to local officials, so sternly worded by Judge Clayton that one official reported: "When the judge got through, you thought you could crawl through the eye of a needle."(8)

None of these events seems to have brought any basic change to Grenada. Sheriff Suggs Ingram still occupies the throne. Constable Grady Carroll, who received a four month sentence for Contempt of Court, will probably soon be back at the old stand, if he is not already there. The City Council has issued yet

another statement in favor of "law and order."(1) A white minister reports that racial lines are so tightly drawn that: "If you so much as suggest talking to the colored leadership, you're labelled a 'nigger lover' and a 'race mixer."(2)

These last items serve to illustrate that the law enforcement process can fail again in Grenada. No changes have been made. No lessons have been learned. As late as the last week in October, over 275 young Negro demonstrators and picketers were arrested, some of them sent to the state prison at Parchman, because all of the jails in the area were full to overflowing.(3)

The only small ray of hope for the future came from the children themselves. One the afternoon of that terrible first day of school, many of the Negro children had gathered in the Auditorium waiting for the mob to disperse somewhat. Sheriff Ingram came and told the children that they could leave and would be given a police escort home. He advised them to leave by a rear door but the youngsters replied:

"No Sir, we're going out the front door like white folks."(4)

They did.

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FOOTNOTES

The footnotes listed below are intended to provide documentation for the facts stated in the article. While some passages are direct quotations from the sources given, this is not true in all cases.

PAGE 1

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DUNBAR JUNIOR HIGH SCHOOL
2715 NORTH 6TH AVENUE
BESSEMER, ALABAMA 35020

ROBERT L. CHAMBLISS
PRINCIPAL

PHONE 428-2130

app. 1000

November 15, 1966

Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Sir:

The Dunbar Junior High School library is trying to meet the reading needs of some 1045 students.

We understand that the Council will provide paperback books for circulation among the students. We would appreciate receiving some books from you to help build up our reading program.

Thank you for your condideration.

Yours very truly,

Thelma A. Richardson

(Mrs) Thelma A. Richardson
Assistant Principal and Counselor

November 23, 1966

Mrs. Thelma A. Richardson
Assistant Principal and Counselor
Dunbar Junior High School
2715 North 6th Avenue
Bessemer, Alabama 35020

Dear Mrs. Richardson:

Thank you for your interest in our paperback book project. Let me tell you more about it.

We have undertaken this project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Could you tell me more about your reading program ?

In the meantime, I am enclosing the bibliography we have developed for applicants to use in making their selections. The total number of books selected depends simply on how many a particular program will need. You may order by title or by category, and you may order more than one copy of a book.

I look forward to hearing from you soon, for our project has been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

December 29, 1966

Mrs. Thelma A. Richardson
Assistant Principal and Counselor
Dunbar Junior High School
2715 North 6th Avenue
Bessemer, Alabama 35020

Dear Mrs. Richardson:

Some time ago I sent your book order to the Atlanta News Agency, which is collecting and shipping the books to you. Allow about three weeks for delivery.

With your order was a note that the outline of your reading program was following under separate cover. It has not arrived, and I am eager to see it.

Best wishes for the New Year.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Outline of reading program follows

under separate cover.

Thanks
T A Richardson

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To Goof or Not to Goof
1-The Vanishing Adolescent
Your Adolescent at Home and in School
1-Your Complete Home Medical Reference Book
1-Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

- ABC's of Community Planning (Sears)
- ABC's of Urban Renewal (Sears)
- America Tomorrow, Creating the Great Society
- Basic Facts of American Government
- Conventions and Elections: 1964 (Dell)
- Democracy in America (Mentor)
- Democratic Way of Life
- Federalist Papers
- Handbook of Everyday Law
- Handbook of Practical Politics (Henry Holt & Co.)
- How to Succeed in Politics
- Living U. S. Constitution
- Making of the President
- A Manual for Direct Action (Quadrangle Books)
- National Relocation and Housing Guide
- Our American Government
- Parties and Politics in America
- The Peace Corps (Kittler)
- Politics and Policies in State and Local Governments (Prentice-Hall)
- Questions and Answers on American Citizenship
- Report of the County Chairman
- Slums and Suburbs
- The U.N. and How It Works
- U. S. Political System and How It Works
- The Wasted Americans
- What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

/-Buyer's Guide to Nearly Everything
/-Consumer's Guide to Better Buying
/-Family Handbook of Dollars and Sense
/-How and Where to Borrow Money
How to Borrow Money
/-How to Get More for Your Money
/-How to Lower Your Food Bills
/-How to Spend More, Owe Less, and Live Better
/-Principles of Cooperation (Bogardus, Cooperative League of USA)
/-Sense with Dollars
/-Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
/-Vice President in Charge of Revolution (McGraw Hill)

SOUTHERN RURAL ACTION PROJECT
OF THE
CITIZENS' CRUSADE AGAINST POVERTY
50 WHITEHALL STREET, N.E., SUITE 817 ATLANTA, GEORGIA 30303
TELEPHONE 404/523-6146

RANDOLPH BLACKWELL
PROJECT DIRECTOR

September 20, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

I have gone very carefully through the book list which you supplied. It was my thinking at the onset that I would be able to select those books that we would need and thereby releive me of the possible embarrassment of being among the few that have said, "We want all of them."

The business of selecting has been made an almost impossible task for me by your having been so very skilled and tasteful in putting this compilation together. Please know that my first desire would be that we be afforded every book on the list. However, if this seems to be too much of a request, let me suggest that you eliminate those books that I have put a line by.

I am supplying you with a copy of a press statement that explains the nature of our operation in general. It does not go into detail about the many facets of what we are trying to do.

So far as obtaining these books is concerned, let me explain that we are establishing community study halls in our project areas. It is our very strong feeling that children can not be expected to do home work when they are compelled to study in homes with three, seldom more than four, rooms where there are six and seven members of the family.

These books will go to Greene County, Alabama, where we have already acquired a building and are in the process of putting in the furniture. Your book contribution will prove to be of inestimable value in terms of education, recreation, and motivation.

Let me thank you, on behalf of the community and the Southern Rural Action Project, for any consideration you find it possible to give.

Sincerely,

Randolph T. Blackwell

Randolph T. Blackwell

ans. via telephone Sept. 28

(Over)

Greene County Commuily House
c/o Rev. Thomas Gilmore
230 Demopolis Rd.
Eutaw, Ala.

news CCAP
CITIZENS' CRUSADE AGAINST POVERTY

2027 Massachusetts Avenue, N.W.
Washington, D. C. 20036
Telephone 202 / 234-3645

Walter P. Reuther, Chairman
Rabbi Richard Hirsch, Secretary
Clyde Ellis, Treasurer

Richard W. Boone
Executive Director

FOR RELEASE THURSDAY, SEPTEMBER 1

REUTHER ANNOUNCES LAUNCHING OF SOUTHERN RURAL ACTION PROJECT TO BE HEADED BY RANDOLPH BLACKWELL

ATLANTA, SEPTEMBER 1 -- The first results of the Southern Rural Action Project, an experimental anti-poverty program which seeks to mobilize private resources to build a social and economic base for grass roots communities in the rural South and Southwest was announced today by Walter Reuther, Chairman of the Citizen's Crusade Against Poverty.

At the same time, CCAP Chairman Reuther announced the appointment of Randolph Blackwell, former program director of the Southern Christian Leadership Conference, as director of the Southern Rural Action project.

Under the new program, supported financially by the Stern Family Fund and CCAP, grass roots organizations,beginning in Georgia, Alabama, and Mississippi,will be receiving resources to fight poverty from a variety of support groups being organized among religious, civic, labor, academic, business and student organizations across the Nation. The first grass roots communities receiving

support under the Southern Rural Action Project, which is aimed at assisting more than 100 rural communities over the next three years, will be Taliaferro, Lincoln, and Hancock Counties in Georgia and Green and Perry Counties in Alabama. A number of grass roots communities in Mississippi are expected to join the program shortly.

The Southern Rural Action Project will also seek to turn support groups for Mexican-American groups in the Southwest. Under the new program, groups from more affluent sectors of the Nation--both in the South and the North-- are linked with a grass roots organization in a two-year community development plan. The following projects are already under way:

. The University of Illinois Small Home Council--Building Research Council, under the direction of Dr. Rudard A Jones, will work with SRAP to develop a low-cost, self-help housing program for the grass roots communities participating in the project. The Illinois group is a recognized expert in the field, having developed a simple process for the construction of low-cost housing now in use in some 80 underdeveloped countries around the world, and by the Peace Corps.

. The National Student Association will work with SRAP in developing appropriate support groups among its more than 300 affiliate chapters to provide marketing assistance for a small cooperative factory in Taliaferro County that produces athletic uniforms and other goods. The SRAP hopes to raise the cooperative's sales to the point where there can be a substantial increase in the factory's work force in the next two years.

. A group of former Alabama residents, many of them ex-migrant workers who have settled in the North have agreed to provide direct financial assistance for Greene County, Alabama. The group, which calls itself the "Alabama Greene County Club", has affiliates in Chicago, Detroit, Toledo, Akron, and Brooklyn, has heretofor met primarily on a social basis.

. The National Council of Negro Women will be cooperating with the SRAP under the Council's new community service training project, in helping to meet the recognized needs for persons with basic management skills to work in community self-help programs.

"This program is designed to meet a great unmet need in the War on Poverty", said Mr. Reuther. "More and more people in the South are looking for economic solutions to their poverty problems. This program is designed to provide the bridge between those people who have the resources and those who need them if they are to have the opportunities they need to break out of poverty."

"There are many groups in the United States", Reuther said, "who are committed to the eradication of poverty and yet have not found a way of joining in the battle. At the same time there are hundreds of other groups who have the will, but who lack the resources to help themselves. By linking these two groups with common concerns together in a partnership, we hope to forge a vital new anti-poverty force that will contribute to the development of a democratic New South."

Ten National Organizations will join with the Crusade in participating in the Southern Rural Action Project. They will assist the SRAP in locating support groups from among their affiliate chapters and will aid in the development of plans and strategy for the overall project. They include: The National Council of Churches; The Southern Regional Council; The Southern Christian Leadership Conference; The Delta Ministry; The National Council of Negro Women; The National Council of Catholic Women; Wednesdays in Mississippi; United Church Women; National Council of Catholic Women; The National Student Christian Federation; and The National Student Association.

The Citizens' Crusade is a privately financed, non-partisan grouping of more than 100 leaders and organizations of religious, civil rights, labor, academic, business, student and grass roots groups. Among its programs is a three-year $4,000,000 effort to train 1,000 community workers coming mostly from the ranks of the poor.

An immediate start to that program was announced recently following the receipt of a $375,000 starter grant from the Ford Foundation. The program will have two training centers--at still unannounced sites on the east and west coast. The program is designed to help poor people organize and help them participate more effectively in the War on Poverty.

For Additional information call Mr. Randolph Blackwell
404-523-6146

November 23, 1966

Mr. Randolph T. Blackwell
Project Director
Southern Rural Action Project
50 Whitehall Street, N.E.
Suite 817
Atlanta, Georgia 30303

Dear Mr. Blackwell:

I just checked at the Atlanta News Agency and learned that the Eutaw order had been shipped last Friday. I don't know why it was not shipped sooner and am very sorry for the delay. The man at the Agency said the shipment should arrive by the end of this week.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

cc: Greene County Community House
c/o Reverend Thomas Gilmore
230 Demopolis Road
Eutaw, Alabama

TO: Greene County Community House
c/o Reverend Thomas Gilmore
230 Demopolis Road
Eutaw, Alabama

ORDER:

1 copy of every book in every category except "Consumers, Cooperatives." For this category, 3 copies of each book.

This totals 782 books.

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

68

44

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

63

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
11 Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
42 Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
13 Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
11 The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
7 Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

4 Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
12 Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
5 Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

33

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

*

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

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Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

*

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

6A

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

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Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

15

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

*

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

26

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
12 How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

Louise Cole

Mrs. James N. Wood Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

July 30, 1966

Mr. Edwin Stanfield
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Ed,

The Council is planning to sponsor a course on Negro history and culture this year, designed, I think, for high school age children and adults. We don't see how we can afford to buy textbooks for the course (nor do we know enough about available texts, even if we could afford them), but we do aspire to a small circulating library on the subject to compliment the lectures.

Jerry Roden was here when we were discussing this and he said he thought that the SRC had some funds available for this purpose and that you might be able to provide us with some books.

Any help which you can give will be most appreciated. We are short not only not only of funds with which to buy books but also on knowledge of which books to buy.

Sincerely,

Kathie

P.S.

We enjoyed your note on the hospital situation here in Mobile. We strive to excell in whatever we do.

send guidelines
mention class room libraries

August 15, 1966

Mrs. James N. Wood, Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

Dear Mrs. Wood:

Your letter of July 30th to Ed Stanfield has been given to me since I am administering the paperback book project.

You may find helpful the enclosed explanation of the paperback book project. You will see that one of its aims is to place books in an ongoing project or in a place that continues to exist, with sponsors encouraging the use of the books. In addition to the circulating library for these lectures on Negro history and culture, you may be interested in sponsoring classroom libraries in places where they do not exist or are inadequate. I would be interested in your thoughts about this or any other idea you may have.

At this moment I am in the process of making just the kind of bibliography you would need--books on Negro history and culture and race relations. Included in this category will be a few books on Africa. I am making other bibliographies also, such as books on homemaking and home repair, books on vocational skills, books for leisure reading, children's books, books on labor unions and cooperatives, etc. These lists can then be used according to the needs of a particular program. As soon as I have completed these bibliographies, I will send you copies. You can then give me more details about how this library will actually operate, the number of books you will need, and the kind of people who will be using them. We will need also a follow-up report later so that we can see how well the books were actually used.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Mrs. James N. Wood Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

August 19, 1966

Miss Louise Cole
Paperback Book Project
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you so much for your letter and for the information on the Paperback Project. It sounds like a marvelous program and I just hope that we can qualify.

I am enclosing a draft proposal which I shall submit to the Council Board at its next meeting, September 12. I wonder if you would have the time to look it over and see if we have included all the information necessary and if there are any changes which should be made. We are anxious to get the program underway as soon as possible.

You will notice that there are several blanks in the proposal; these will be decided upon at the Board meeting. The proposal also states that we are enclosing a book list and this too will come later. (The bibliographies, when we receive them, will be of great help in this.)

Thank you so much for your help in this. We look foreward to having a formal and proper proposal for you soon after September 12.

Sincerely,

Kathie Wood

The Mobile Council on Human Relations proposes to establish a circulating library of books on race relations, the Civil Rights movement, and Negro history and culture. It should be regarded as essentially an interim project, the need for which will cease to exist when the Mobile County School Board and the public library system assume the responsibilities rightfullytheirs. It is hoped that through this project we can demonstrate to these agencies that a demand for this information exists and should be met.

Although the Council library would reach only a fraction of the people interested it would make a significant beginning. It would serve:

1. The 150 members of the local Council;
2. The approximately 40 high school students enrolled in a Council-sponsored course on Negro history and culture (since this course is to be repeated several times during the course of the year perhaps as many as 120 students will be served by the library);
3. The 175 members of the predominately Negro church in which the library will be housed and which is also the location of the Council meetings and the study series;
4. The neighborhood around the church, an area in transition where such books would be especially appropriate.

The library would be open before and after Council meetings (one evening a month), before and after the class (one evening a week), before and after church (one morning a week) and, if there is enough demand, more frequently. Members of the Council, the class and the church would be able to check out books without charge; non-

members would be required to pay an annual subscription fee of $____, after which they would be able to use the library on the same basis as members. The number of books which any individual may have out at any one time will be limited to ___ books. Small fines will be charged for overdue books. It is hoped that the money raised from fees and fines would be sufficient to pay replacement costs for books lost or damaged. Additional books will be added as Council funds permit.

Through these books and through the study program we hope to instill a greater pride in the Negro race and in its contributions to the history and culture of the country. These books should also provide a greater understanding and appreciation of one another and of the problems which we must face and solve. On the high school level the library should supplement and compliment the lecture series. In addition, it is hoped that with books of interest available the students will be stimulated to read more and thus improve their reading skills.

Mobile's Negro community is quite apathetic in the area of civil rights and divided by rivalries between the groups which do exist. We hope that by providing "neutral" material on the Movement and on the difficulties which have been overcome in other communities we can inspire a demand for better organization and more constructive action.

Books on these subjects are not available in the school libraries. The public library stocks a few, but the selection is very limited, often out-dated, and there is only one copy of any given title. It should also be noted that many of those whom we are trying to reach

are not accustomed to using the public library, and that an obvious goal of this program is to correct this condition.

We believe that you can determine better than we the number of books which we would need and also which books would best serve our needs, based on the information above. We are, however, enclosing a list of books suggested by the Board to give you a better idea of the range which we consider to be appropriate.

The program will operate for at least one year; beyond that, its operation will depend entirely upon demand and there is no reason why it cannot continue indefinitely. The course in Negro history and culture is planned to last six weeks and to be repeated as often as necessary to meet the demand. (We plan to make some of the lectures available to the Negro high schools as assembly programs, both to stimulate interest in the course and to better disseminate the information.) Should the library be discontinued any books in usuable condition will be donated to the organization best able to utilize them.

Note:

The Council is also operating a study hall program in several neighborhoods, primarily for junior and senior high school children who have transferred to formerly white schools. We would like to have some books for pleasure reading for this age level so that we could take these books to the study halls for the children to check out and read. We estimate that we will have 25-30 children in the study hall program. These books would be used to encourage them to read, to develop their reading abilities, and, possibly, to

give them ideas and suggestions of future careers. The books would be housed, between study hall trips, at the Church of the Good Shepherd with the other library books and thus would also be available to the high school students taking the Negro history and culture course and to the children in the neighborhood around the church.

September 8, 1966

Mrs. James N. Wood, Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

Dear Mrs. Wood:

Thank you for your letter of August 19th with the enclosed draft of the proposal for a circulating library and a study hall program. These projects should prove quite useful and certainly answer a pronounced need.

Enclosed is the set of bibliographies we have developed for the paperback book project. To avoid becoming hopelessly entangled in individual orders, we are requesting each applicant for books to use this "master list" to select titles. You will notice the category on Negro history, culture, race relations, and African history. You may wish at least three of each book on this list. Feel free to request more if you think you can use them.

As you look through the other categories, you may want to select at least 300 titles. Again, since you are better acquainted with the neighborhood and student groups which will be served, you may decide that more titles are needed or that several copies of certain titles would be useful. You may want to order simply by specifying the category.

As soon as we receive your selection of books and the number of each, we will place your order.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

P.S. (Page 2)

One of the women in our office was talking with a librarian in Atlanta and is interested to know what ideas you may have on how to promote such books once you have them--how to "advertise" their availability in a meaningful way, how to follow through on an announcement or a display. She will appreciate any thoughts on this.

September 26, 1966

Mrs. James N. Weed, Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

Dear Mrs. Weed:

I have your book list and am ready to place your order but noticed that you did not indicate an address where the books should be sent. Please send it as soon as possible, for you have to allow about three weeks to get the books.

Your proposed draft that I have is fine as it is.

Thank you for the information about advertising the library. It sounds good.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Mrs. James N. Wood Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

September 21, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you for your letter of September 8 and for the bibliography. I am enclosing a list of the books which we have chosen from your master list and which I believe is self-explanatory as to the number of copies of each which we would like to have.

Have you any idea as to when we might expect to receive the books? We plan to start our course in Negro history around the first of November and some of our "teachers" would like very much to have the books in advance to use in their preparation.

The Council Board accepted my proposed draft without change: do you want me to re-submit it or can you use it as is?

As far as advertising the library is concerned, we plan to get a story in the local Negro newspaper and in as many of the Negro high school papers as possible. In addition to the Council newsletter which we mail to over 200, announcement of the library will also be made in the NAACP newsletter and in the newsletters of other local organizations. Finally, we plan to post notices about the library in the Negro YWCA and YMCA. We may not be able to convince people to take advantage of it, but we can make them aware of its existence.

Thank you so much for all your help.

Sincerely,

Kathleen K. Wood

Mrs. James N. Wood Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

October 5, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole,

I am sorry to be so long replying to your letter of September 26 but we have had a series of minor domestic crises which has put me way behind with everything.

The books should be sent to the Mobile Council of Human Relations at the above address since someone is not always at the church and there will be someone here all the time to receive them.

Since we made our original proposal the church has decided to sponsor a study hall every afternoon which will mean an even wider use for the books. Since this study hall will serve the children of the neighborhood we are hoping that their parents will also be drawn to use the library.

Sincerely,

Kathleen K. Wood
(Mrs. James N. Wood)

P.S.

We think it right neighborly of you to nominate Lester Maddox for governor --- now Alabama does not look quite so bad!

October 7, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Another book order.

TO: Mobile Council of Human Relations
c/o Mrs. James N. Wood, Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

ORDER:

See attached book list. Notice especially the "Negro History Culture, etc." category.

This totals 471 books.

~~Please return to me.~~

L.C.

November 21, 1966

Mrs. James N. Wood, Jr.
4100 Ridgelawn Drive
Mobile, Alabama 36608

Dear Mrs. Wood:

Ed Stanfield told me about your concern to get the remainder of your book order. I talked with Mr. Steingold at the Atlanta News Agency, and he said you should receive the remaining books by the end of this week.

I am sorry for the delay and hope it hasn't caused too much inconvenience.

Happy Thanksgiving.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Mobile Council Total - 471

TEENAGERS, ADULTS LEISURE READING

1 copy of each of the following:

Adventures of Huckleberry Finn
Adventures of Tom Sawyer
African Treasury
All the King's Men
Animal Farm
Ann Frank: Diary of a Young Girl
Away All Boats

Basketball
Batman books
Beatles in a Hard Day's Night
Behind the Plate
A Bell for Adano
Blackboard Jungle
Born Free
Bridges at Toko-Ri

Call of the Wild; White Fang
Call Them Heroes
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
City Boy
Cry, the Beloved Country

A Day in the Life of President Kennedy

East of Eden
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books

Goldfinger
The Good Earth
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

His Eye is on the Sparrow
Humor of J.F.K.

The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness

The Jungle Books

Kim
Kon-Tiki

Laughing Boy
Lilies of the Field
Lord of the Flies

Major American Poets
The Man Who Never Was
The Many Loves of Dobie Gillis
Member of the Wedding
The Miracle Worker
Moonraker
My Antonia
My Life and Hard Times
Mysterious Stranger and Other Stories

New Pocket Anthology of American Verse
The Night They Burned the Mountain
1984
No Time for Sergeants

Old Man and the Sea
Old Yeller

Popular History of Music
Pro Football Handbook
Pudd'n Head Wilson

A Raisin in the Sun
The Red Badge of Courage
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Seventeen
The Shook-up Generation
Six Great Modern Plays
Somebody Up There Likes Me
Stories From the Twilight Zone
Stories My Mother Never Told Me
Study in Scarlet and Sign of the Four
Superman book's
Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Thunderball
To Kill A Mockingbird
Tortilla Flat

Von Ryan's Express

One Copy of each of the books on the CLASSICS SHELF AND LIMITED VOCABULARY list.

One copy of each of the books on the NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY list, plus two additional copies of each of the following from that list.

The Angry Black South
Before the Mayflower
Black Like Me
Black Muslims in America
But Not Next Door
Crisis in Black and White
The Fire Next Time
Freedom Summer
From the Back of the Bus
Go Tell It on the Mountain
Inside the Ku Klux Klan
Invisible Man
Lift Every Voice
Mind of the South
Mississippi: the Closed Society
The Movement
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
The Negro Revolt
Nigger
Nobody Knows My Name
Portrait of a Decade
Souls of Black Folk
Southern Temper
Strange Career of Jim Crow
Stride Toward Freedom
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

One copy of each of the following under HISTORY

Age of Jackson
American Labor

Background to Viet Nam
The Big Change: America Transforms Itself, 1900-1950
Brief History of the U.S.

Citizen Tom Paine

Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A.

Eight Courageous Americans

Franklin D. Roosevelt and the Age of Action

The Good Years (1900-1914)
The Great Dissenters

Hiroshima
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express

If the South Had Won the Civil War
Indians of the Americas
Inside Europe Today

Life on the Mississippi

Main Street, U.S.S.R.

A Night to Remember

Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures

Roughing It

Stillness at Appomattox
Stories of Modern America

They All Discovered America
A Time to Stand

The Wall
The World of Ancient Man
World War II in Pictures

<u>One copy</u> of each of the following from the list of SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

The Art of Being a Successful Student
Basic Algebra Self-Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action

Books That Changed the World

College Scholarships and Loans: Who Gets Them -- How and Why
Complete Handbook of Better English

Double Your Reading Speed

Economics in One Lesson
English for Everyone
English Through Pictures, Books 1 and 2
Everyday Arithmetic Self Taught
Exploration of Space

Flowers

Grammar Self Taught

Help Your Child Succeed in School
Heredity, Race, and Society
How Much is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind

Machines that Built America
Man in Flight
Mathematics Tables and How to Use Them

New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power

Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
Pictorial History of Western Art
Picture History of Painting

Reptiles and Amphibians

The Sea Around Us
20 Steps to Perfect Spelling

Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced

You and Your Senses

Zoology

One copy of each of the following books on the VOCATIONAL GUIDANCE list:

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic
Marie Perrone, Practical Nurse
1001 New Job Opportunities
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career

One copy of each of the following books on the list THE FAMILY --HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Ann Landers Talks to Teenagers About Sex
The Art of Dating
Encyclopedia of Clothes Care
Etiquette and Manners
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family Legal Adviser
Family Medical Encyclopedia
First Aid for the Ailing House
Home Maintenance: Quick and Easy Guide
New Ways in Sex Education
On Life and Sex
The Painless Way to Stop Smoking
Premarital Dating Behavior
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare
The Vanishing Adolescent
Your Adolescent at Home and in School

One copy of each of the following books on the COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION list:

ABC's of Urban Renewal
Basic Facts of American Government
Democracy in America
Democratic Way of Life
Handbook of Everyday Law
Handbook of Practical Politics
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action
Our American Government
The Peace Corps
Politics and Policies in State and Local Governments
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism

One Copy of each of the following books from the list CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better

September 27, 1966

Mr. Dallas A. Blanchard, Pastor
Toulminville Methodist Church
Toulminville-Warren Street Methodist Parish
2271 St. Stephens Road
Mobile, Alabama 36617

Dear Mr. Blanchard:

Thank you for your letter of September 21. Your program sounds like a good one, and we would be happy to send you books.

Enclosed is the bibliography which we have developed for applicants to use in making their selections. The number of books depends simply on how many you judge can be profitably used. If you wish all the books in a certain category, just indicate that category. You may, however, want to select certain titles and exclude others. Also, you may want more than one copy of a book.

As soon as we get your list, we will send the order in. Later we will need a brief follow-up report so that we can learn about the response to the books.

Hoping for the success of your efforts, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Toulminville - Warren Street Methodist Parish
2271 ST. STEPHENS ROAD
MOBILE, ALABAMA 36617

WARREN STREET METHODIST CHURCH
(CENTRAL JURISDICTION)
JOSEPH H. GRIGGS, PASTOR

TOULMINVILLE METHODIST CHURCH
(SOUTHEASTERN JURISDICTION)
DALLAS A. BLANCHARD, PASTOR

PHONE 205-478-1504

September 21, 1966

Miss Louise Cole
Southern Regional Council
5 Forsuthe Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

I understand the Southern Regional Council has a program for the establishment of libraries where they will be of benefit.

This church is located in a neighborhood in transition, and isnnext door to a new Negro senior high school and a grammar school. To help meet the needs of this community, we are openning a youth center next week. The primary emphasis, to start with, will be on recreational facilities (pool table, ping pong, juke box, television, etc.). However, this is really window dressing, for our real service will be in study hall faciliities and eventually a tutorial program.

As a part of our study hall, we need books of all kinds, which will be available as a free circulating library during the hours the schools are closed.

Students of all ages will have access to the library, but they will be primarily Negros. We have some 4,500 public school pupils in this community. The poverty program may use our building and these pupils would use the books too.
The books wouldbe available for research, leisure reading, and remedial training.

We could use books of almost every description for almost all ages: leisure reading of children, youth and adults; history, Negro and American; reference; vocational guidance; community improvement and involvement in the political process.

We guarantee the maintenance of the library for at least a year, and expect it to continue as long as there is a need. If for any reason we should have to close it at the end of the year, we would place the books where they would continue to serve their original purpose.

Sincerely,

Dallas A. Blanchard

Dallas A. Blanchard

"He has commissioned us as agents of the reconciliation"

October 3, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Here is another book order.

TO: Mr. Dallas A. Blanchard Pastor
Toulminville Methodist Church
Toulminville-Warren Street Methodist Parish
2271 St. Stephens Road
Mobile, Alabama 36617

ORDER:

See attached book list. He wants one copy of every book in every category except "School Subjects Skills, Reference Books" and "The Family--Health, etc." For these, send one copy of the titles checked.

This totals 741 books.

Toulminville - Warren Street Methodist Parish
2271 ST. STEPHENS ROAD
MOBILE, ALABAMA 36617

WARREN STREET METHODIST CHURCH
(CENTRAL JURISDICTION)
JOSEPH H. GRIGGS, PASTOR

TOULMINVILLE METHODIST CHURCH
(SOUTHEASTERN JURISDICTION)
DALLAS A. BLANCHARD, PASTOR

PHONE 205-478-1504

September 30, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Inclosed is our checked book list. Thank you for your prompt help with this.

Since I first wrote you, we have learned that our facilities will be used in a Head Start project. The library will be used wherever possible in this as well as in our Youth Center, study hall and tutorial program.

Our Youth Center has been open two nights now. We had well over 40 youth the first night and over 75 the second. We are also making preparations for the cataloguing of the books and are building the bookshelves.

We deeply appreciate the valuable addition the books will make to our service to this community.

Sincerely,

Dallas A. Blanchard

Dallas A. Blanchard

SOUTHERN REGIONAL COUNCIL, INC
5 Forsyth Street, N. W.
Atlanta 3, Georgia

all

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

all

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

all

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Suzy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

all

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

all

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

✓Art of Being a Successful Student
✓Basic Algebra Self Taught
✓Basic Biology Self Taught
✓Basic Chemistry Self Taught
✓Basic Facts of Human Heredity
✓The Body in Action
Books That Changed the World
✓Butterflies and Moths
✓College Scholarships and Loans: Who Gets Them--How and Why
✓Complete Handbook of Better English
✓Computers: the Machines We Think With (Dell)
✓Darwin and the Modern World View
✓Double Your Reading Speed
✓Economics in One Lesson
✓Electronics for Everyone
✓Engineering
✓English for Everyone
✓English Through Pictures, Books 1 and 2
Everglades National Park
✓Everyday Arithmetic Self Taught
✓Exploration of Space
✓First Workbook of English
✓Flowers
✓Fossils
✓Fun with Words, Grade 1, 2, and 3
✓Fun with Words and Pictures
✓Getting Ready to Read
✓Grade One Practice Workbook Reading
✓Grammar Self-Taught
Great Inventions
✓Growing Plants
✓Help Your Child Succeed in School
✓Heredity, Race, and Society
✓How and Why Wonder Book of Beginning Science
✓How and Why Wonder Book of Our Earth
✓How Much Is a College Degree Worth to You
✓How the Great Religions Began
✓How to Become a Better Reader
✓How to Get Higher Marks in School
✓How to Prepare for College
✓How to Study
✓How to Study Better and Get Higher Marks
✓The Human Body
✓The Human Mind (Curtis Co.)
✓Ideas of the Great Economists
✓Little Book of Stars
✓Machines that Built America
✓Mammals
✓Man in Flight
✓Math, Grade 1, 2, 3, 4
✓Mathematics in Everyday Things
✓Mathematics Tables and How to Use Them
✓New American Guide to Colleges
✓New American Webster Handy College Dictionary
✓New Hammond World Atlas
✓The New Mathematics Dictionary and Handbook
✓New Ways to Greater Word Power
✓Number Fun
Pacific Northwest
✓Parent's Guide to Children's Reading
✓Penguin Dictionaries (Art, Music, Politics, etc.)
✓Penguin Encyclopedia
✓People and Places
✓Pictorial History of Western Art
✓Picture History of Painting
✓Rapid Vocabulary Builder
✓Reptiles and Amphibians
Sailing
✓Satellites, Rockets, and Outer Space
✓Science Projects Handbook
✓The Sea Around Us
✓Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

✓ Seashores
✓ Shortcuts to Effective English
✓ Silent World
Southwest
✓ Stop, Look, and Write
✓ The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
✓ 3-In-1 Workbook, Grade 1 and 2
✓ Trees
✓ 20 Steps to Perfect Spelling
✓ Walt Disney Story of Our Friend the Atom
✓ Weather
✓ Words Most Often Misspelled and Mispronounced
✓ You and Your Senses
✓ Zoology

all

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
✓All New Fannie Farmer's Boston Cooking School Cook Book
✓Ann Landers Talks to Teenagers About Sex
✓Ann Pillsbury's Baking Book
✓The Art of Dating
✓Be Happier, Be Healthier
✓Becoming Parents
✓Better Homes and Gardens Baby Book
✓Betty Bissell Book of Home Cleaning
Bulky Knitting
✓Calories, Vitamins, and Common Sense
✓Children's Knitting
Complete Book of Knitting and Crocheting
✓Complete Guide to Home Sewing
✓Cookbook for Beginners
Drink, Eat, and Be Thin
✓Encyclopedia of Clothes Care
✓Etiquette and Manners
✓Explaining Life to a Child (Dell)
✓Facts of Life and Love for Teenagers
✓Facts of Love and Marriage for Young People
✓Family First Aid
✓Family Legal Adviser
✓Family Medical Encyclopedia
✓Fannie Farmer Junior Cook Book
✓Fathers Are Parents, Too
First Aid for the Ailing House
✓Gardening the Easy Way
✓Good Housekeeping Book of Baby and Child Care
✓The Handy Book of Gardening
Heloise's Housekeeping Hints
✓Home Maintenance: Quick and Easy Guide
✓Household Encyclopedia
✓Householder's Manual
✓How to Clean Everything
The I Never Cooked Before Cookbook
✓Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
✓Key to Physical Fitness
✓McCall's Easy Sewing Book
✓New Handbook of Modern Birth Control
✓New Ways in Sex Education
✓Nutrition in a Nutshell
✓On Life and Sex
✓1001 Questions and Answers from the Family Handyman
✓The Painless Way to Stop Smoking
✓Planned Parenthood
✓Pocket Book of Baby and Child Care (Spock)
✓Pregnancy and Birth
✓Premarital Dating Behavior
✓Protecting Yourself and Family
✓Sewing: New Ways, New Tools
✓Sex and the Adolescent
✓So You're Going to Be Married
✓Social Security and Medicare (Dell)
Stop Dieting: Start Losing
✓Tell Me, Doctor
✓To Goof or Not to Goof
✓The Vanishing Adolescent
✓Your Adolescent at Home and in School
✓Your Complete Home Medical Reference Book
✓Your Happiest Years

all

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

Tuskegee Institute

COMMUNITY EDUCATION PROGRAM
TUSKEGEE INSTITUTE
ALABAMA, 36088

OFFICE OF THE
DIRECTOR

September 13, 1966

Southern Regional Council
Paperback Book Distribution Project
5 Forsyth Street
Atlanta, Georgia 30302

Dear Sir:

Thank you for the bibliography you sent us which will make low-cost paperback books available to disadvantaged persons.

The Community Education Program is an experimental program demonstrating the contribution Tuskegee Institute students can make toward giving educational assistance to youngsters ranging from grades 1-12 and adults.

The program operates around tutorial centers. Last Spring, TICEP was located in five counties in Alabama and served approximately 1200 students in 3-hour sessions conducted between 5:30 and 8:30 p.m. This past summer, the program operated five days a week on an 8:00 a.m. - 5:00 p.m. schedule for elementary and secondary school students and on an evening schedule for adults. We assisted 7,000 students with the aid of approximate 160 tutors and 35 teacher supervisors. In the Fall, we expect to work in 7 counties, in approximately 18 tutorial centers on a schedule similar to that of the Spring. In the remaining five counties, we will continue to do community development work. We expect to reach approximately 7,000 persons this Fall.

We have been steadily building our library. At present, we have some 7,170 books, which have been contributed from various philanthropic organizations. In the Spring, assistants in the library travelled to the centers, set up book displays and put books in the centers which students could take home and keep. This summer a bookmobile travelled to the centers where students chose books and took them home.

We are now in the process of gathering books for county libraries since there are few reading resources for disadvantaged persons in the counties where we are operating. We hope to locate these libraries in the vicinity of the centers and we would like to establish a book collection which would be of interest to all in the community. It is anticipated that these libraries serve as reading rooms, where books, magazines and digests can be read and checked out.

FUNDED THROUGH U. S. OFFICE OF ECONOMIC OPPORTUNITY AND U. S. OFFICE OF EDUCATION

TICEP will have completed its work in February. At that point, we will hope to have established community action programs where members of the community assess their own needs and implement their own programs. It is expected that, by this time, the communities will have a base on which to build and will have explored some of their own resources. The library is a resource the community will continue.

If there are additional questions that you have about TICEP, please do not hesitate to call on us, for we are most anxious to establish library resources in the counties. Attached is the bibliography which you forwarded to us.

Sincerely,

P. B. Phillips

P. B. Phillips
Program Director

PBP:alg

Dreamed large no.,
esp important to us
that we accurate info
about response.
whether we continues
after project closes
down.
A person or persons
in each county?

cc: Arlene Mantell
Robert Valder

October 4, 1966

Mr. P. B. Phillips
Program Director
Tuskegee Institute
Community Education Program
Tuskegee Institute, Alabama 36088

Dear Mr. Phillips:

We have received your letter of September 13th and your book order and are pleased to be able to send you your entire request. The order is going to the Atlanta News Agency today.

We wish you every success in this ambitious undertaking and will be quite eager to hear how it works out. Because of the size of this order, it is especially important to us that later we receive accurate information about the response to the books and the plans for continuing the libraries after TICEP has completed its work. Will you be our contact for this information, or will there be persons in each center for us to write?

Sincerely,

(Miss) Louise Cole
Paperback Book Project

October 4, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Another book order.

TO: Mr. P. B. Phillips
Program Director
Tuskegee Institute
Community Education Program
Tuskegee Institute, Alabama 36088

ORDER:

See attached book list. Ignore the line through The Prince in the Basic One Hundred.

This totals 9178 books.

Tuskegee Institute

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING - 2686

Across Five Aprils (Grosset-Tempo)
24 Adventures of Huckleberry Finn
10 Adventure of Robin Hood
24 Adventures of Tom Sawyer
24 African Treasury
12 Alice's Adventures in Wonderland and Through the Looking Glass
12 All Quiet on the Western Front
12 All the King's Men
12 An American Tragedy
12 Andersonville (Sig.)
12 Animal Farm
12 Anna and Her Daughters
12 Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

12 Banners at Shenandoah
12 Basketball
12 Batman books
12 Beany and the Beckoning Road
12 Beasts of Tarzan
Beatles in a Hard Day's Night
12 Becky's Island
12 The Bedford Incident
12 Behind the Plate
12 A Bell for Adano
12 Beverly Hillbillies Book of Country Humor
12 Billy Budd and Typee
12 Black Arrow
12 Blackboard Jungle
12 Born Free
12 Boy Next Door
12 A Boy Ten Feet Tall
12 Brave New World
12 Breaking the Bonds
12 Bridges at Toko-Ri
12 Buffalo Chief
12 Bulfinch's Mythology
12 But Not Next Door

12 Call of the Wild; White Fang
12 Call Them Heroes. Books 1-4 (Silver-Burdette)
12 Cannery Row
12 Casino Royale
12 Catcher in the Rye
12 Chad Hanna
12 Cheaper by the Dozen
12 Childhood's End
12 A Christmas Carol
12 Chucklebait
12 City Boy
12 A Connecticut Yankee in King Arthur's Court
12 Count of Monte Cristo
12 Crash Club
12 Cry, the Beloved Country

12 Dangerous Summer
12 A Day in the Life of President Kennedy
12 Dennis the Menace books
12 Deputy's Revenge
12 Devil's Advocate
12 Diamonds are Forever
12 Drag Doll

12 Earthlight
12 East of Eden
12 Easy to Make Gifts
12 Elizabeth and the Young Stranger
12 Exodus

12 Fall of the House of Usher

12 Family Nobody Wanted
12 Fate is the Hunter
12 Fighting Angel
12 Fighting Marines
12 The Fighting Southpaw
12 Folksongs for Fun
12 For Bond Lovers Only
12 For the Love of Peanuts, other Peanuts books (Schulz)
12 For Your Eyes Only
12 Fresh and Salt Water Fishing
12 Fury

12 Genghis Khan (Lamb)
12 Georgia Boy
12 Glory Be !
12 Goldfinger
12 The Good Earth
12 Goodbye, Mr. Chips
12 Grapes of Wrath
12 Great American Short Stories
12 The Great Escape
12 Great Expectations
12 Great Sea Stories
12 Great Tales of Action and Adventure
12 Gus Wilson's Model Garage

12 Harte of the West: 17 Stories by Bret Harte
12 His Eye Is on the Sparrow
12 Hobbies for Pleasure and Profit
12 Hot Rod
12 Hot Rod Angels
12 The Hound of the Baskervilles
12 How to Draw and Paint
12 How to Write a Song
12 Humor of J.F.K.
12 Hunchback of Notre Dame
12 Hurry Sundown

12 I Always Wanted to Be Somebody
12 Immortal Poems of the English Language
12 The Incredible Journey
12 Inherit the Wind
12 Inn of the Sixth Happiness
12 Invasion: They're Coming
12 Ivanhoe

12 The Jungle Books

12 Kidnapped
12 Kim
12 Kon-Tiki

12 Language of Love
12 A Lantern in Her Hand
12 Lassie Come-Home
12 Laughing Boy
12 The Learning Tree
12 Legend of Sleepy Hollow
12 My Life as an Indian
12 The Light in the Forest
12 Lilies of the Field
12 The Living Tide
12 Lord of the Flies
12 Lost on Venus

12 The Mad Sampler
12 Major American Poets
12 Man on a Raft
12 The Man Who Never Was
12 The Many Loves of Dobie Gillis

12 Mastermind of Mars
12 McCall's Book of Paper, Wood and Paint Crafts
12 McCall's Make Your Own Decorations and Gifts Book
12 Member of the Wedding
12 The Miracle Worker
12 Mister Fisherman
12 Moon Fleet
12 The Moon is Down
12 Moonraker
12 Moonstone
12 The Most Dangerous Game
12 My Antonia
12 My Life and Hard Times
12 My Lord, What a Morning
12 The Mysterious Island
12 Mysterious Stranger and Other Stories

12 Nature Crafts
12 New Pocket Anthology of American Verse
12 New Treasury of Folk Songs
12 The Night They Burned the Mountain
12 1984
12 The 1965 Olympic Guide
12 No Time for Sergeants

12 Of Mice and Men
12 Official Rules of Card Games
12 Old Man and the Sea
12 Old Yeller
12 On the Beach

12 The Pearl
12 Pocket Book of Stories-O. Henry
12 Popular History of Music
12 Prince and the Pauper
12 Prison Nurse
12 Pro Football Handbook
12 Pudd'nHead Wilson

12 Quest of the Snow Leopard

12 A Raisin in the Sun
12 The Red Badge of Courage
12 The Red Pony
12 Robinson Crusoe
12 Romance of Leonardo Da Vinci
12 Romeo and Juliet and West Side Story
12 Run Silent, Run Deep

12 Sartoris
12 Scaramouche
12 The Scarlet Letter
12 Screwball
12 Sea Wolf
12 Serpent's Coil
12 Seven Days in May
12 Seventeen
12 Shane
12 The Shook-up Generation
12 A Single Pebble
12 Six Great Modern Plays
12 Somebody Up There Likes Me
12 The Spy Who Loved Me
12 Stories from the Twilight Zone
12 Stories My Mother Never Told Me
12 The Story Catcher
12 Strangest of All
12 Street Rod
12 Study in Scarlet and Sign of the Four
12 Superman books

12 Sweet Thursday
12 Swiss Family Robinson

12 Tales of the Incredible
12 Tales of Terror and Suspense
12 Teahouse of the August Moon
12 Teen-Age Dance Book
12 Teensville, USA
12 Ten Modern American Short Stories
12 Three Comedies of American Life
12 Thunderball
12 Time is the Simplest Thing
12 The Time Machine
12 The Time of Her Life
12 To Kill a Mockingbird
12 Tobacco Road
12 Tortilla Flat
12 The Train from Katanga
12 Travels of Marco Polo
12 Treasure Island
12 The Tunnel Escape
12 20,000 Leagues Under the Sea
12 Two Years Before the Mast

12 Vietnam Diary
12 Von Ryan's Express

12 The Wanderer
12 War Beneath the Sea
12 War of the Worlds
12 What Then Is Love
12 Where's Annie?
12 Wit's End

12 You Only Live Twice

12 A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

-1248

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
~~The Prince~~ (we have sufficient copies of the Prince)	~~Niccolo Machiavelli~~
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

12 Billy Budd (1000 word level)
12 Golden Trails (2000 word level)
12 The Red Badge of Courage (2000 word level)
12 The Turn of the Screw (2000 word level)

12 units requested (Basic One Hundred)

CHILDREN'S BOOKS--LEISURE - 900

12 Abe Lincoln Gets His Chance
12 The Adventures of Pinocchio
12 Aesop's Fables (Dell)
12 Ah Fu: A Chinese River Boy
12 Alice Gets a New Look
12 The Anytime Rings
12 Bambi
12 Barney Beagle
12 Black Beauty
12 By Myself (I-III)
12 Case of the Aluminum Crutch
12 The Cat Book
12 Child's Garden of Verses
12 Child's Story of Ancient Days
12 Colors Are Nice
12 Coming of Flame
36 books Day with Debbie*
12 The Dog Book
12 Donald Duck Book
12 The Duck on the Truck
12 The Elephant Book
12 Every Child's First English Color and Learn Book
12 The Fir Tree
12 Fish Book
12 Flame, Son of Silver Cloud
36 books Four Seasons with Suzy*
36 books Fun with David*
12 Fun with Dots
12 The Gilead Bomb
12 Golden Shape Books
12 Happy Children
12 The House that Jack Built
12 Humpty Dumpty Book
12 Hurry Up, Slowpoke
12 I Made a Line
36 books In the Big City*
12 Jack and the Beanstalk
12 King Who Learned to Smile
12 Laugh with Larry*
12 Little Gray Mouse and the Train
12 New Girl at Merrywhether
12 Night Before Christmas
12 Our Animal Story Books
12 The Owl and the Pussycat
12 Penny Takes the Stage
12 People Read (Macmillan--Bank Street Readers)
12 Peter Pan
12 Popeye
12 Question and Answer Book
12 Read-Aloud Funny Stories
12 Robin West: Freshman Nurse
12 Robin West: Nurse's Aide
12 Samax, the Gladiator
12 Secret of the Dark Stranger
12 The Selfish Giant
12 Sturdi Contour Books
12 Sunny Days in the City*
12 Sunshine Book
12 Surprise in the Tree
12 Tip Top Elf Rand McNalley Golden Future Coloring Books
12 Three Bears and Goldilocks
12 The Tracy Twins in Japan
12 12 Days of Christmas
12 Wizard of Oz
12 Wonderbooks
12 The Wouldbegoods (Penguin-Puffin)
12 Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY - 804

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

→ 12 copies of each book listed are requested.

HISTORY (MAINLY AMERICAN) - 948

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

→ 12 copies of each book in the American History section are requested.

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS - 1044

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

→ 12 ~~book~~ copies of each book in the section are requested.

VOCATIONAL GUIDANCE - 336

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
24 copies Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

~~12 copies of other books checked in this section are requested.~~

12 copies of each book except Touch Typing; for this, 24 copies.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS - 756

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

→ 12 copies of each book are requested.

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION -312

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

12 copies of each book requested.

CONSUMERS, COOPERATIVES -144

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

12 copies of each book requested

ARKANSAS
COUNCIL ON HUMAN RELATIONS
1310 WRIGHT AVENUE
LITTLE ROCK, ARK. 72206
PHONE FR 6-3541

501

28 September 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Enclosed is a proposal for the distribution of books to eight communities in Arkansas. We have also included a special bibliography which would supplement the books provided in the general categories.

As other centers are organized would it be possible to submit additional proposals for each?

We think that the paperback book project is very meaningful, and we thank you for your help.

Sincerely,

Elijah Coleman

Elijah Coleman
Acting Director

EC:cit

Enclosure

P.S. Enclosed is a copy of a letter which we are sending to each of the organizations.

OFFICERS - FATHER WALTER B. CLANCY, CHAIRMAN • DR. W. H. TOWNSEND, VICE-CHAIRMAN
REVEREND A. M. ROBERTS, JR., TREASURER • MRS. FRANK N. GORDON, SECRETARY
STAFF - NAT R. GRISWOLD, EXECUTIVE DIRECTOR • OZELL SUTTON, ASSOCIATE DIRECTOR

A Council to attain equal opportunity for all peoples

Arkansas Council on Human Relations
1310 Wright Avenue
Little Rock, Arkansas

28 September 1966

Mr. S. F. Thompson, Principal
Pankey Elementary School
Route 5, Box 392CC
Little Rock, Arkansas

Dear Mr. Thompson:

We have just sent a proposal to the Southern Regional Council Paperback Book Distribution Project. The following are the categories of books for your school: literature and readers; nature and science readers; American history; Negro history and African culture; how to read materials.

We are pleased that Pankey School will be able to use these books. For our information and future planning could you let us know 1) when the books arrive; 2) what you think of the kinds of books received; 3) how the children are using the books. We would appreciate any suggestions for other books you might be able to use.

Looking forward to hearing from you and with best wishes,

Sincerely,

Elijah Coleman
Acting Director

EC:cit

SCHOOLS AND CENTERS

Pankey Elementary School - Mr. S.F. Thompson, Principal
Route 5, Box 392CC
Little Rock, Arkansas (Pulaski County)

This is an elementary school located outside of Little Rock. These books will supplement a very inadequate library. The books will be available to all of the students in attendance at the school.

Books Needed:

1. Literature and readers for children in grades 1-6 100
2. Nature and science readers for grades 1-6 100
3. American history for grades 1-6 50
4. Negro history and African culture for grades 1-6 200
5. How to read materials 100

Jones High School - Mrs. Ernestine Williams, librarian
10th and Cedar
North Little Rock, Arkansas (Pulaski County)

They will use the school library. The books will be available to all of the students. Mrs. Williams also conducts classes in Negro history.

Books Needed:

1. Negro history and African culture - as many books as they can possibly obtain 500
2. Labor Movement 50
3. Classical American and foreign literature 250

Walker High School - Mr. Robert Wiley, Principal; Miss Irene Harris, librarian
Magnolia, Arkansas (Columbia County)

This is a Negro school covering grades 1-12. They have very little in the way of a library.

Books Needed:

1. Negro history and African culture, Zenith series as well as many others 200
2. American history 100
3. Classical literature 75
4. International relations and world politics 25
5. Secondary school materials on public affairs and reading for pleasure 50
6. Children's books' 100
7. Learning to read 25
8. Home making skills 25

Gould Citizens for Progress
c/o Mrs. Carrie Dilworth
Drawer K
Gould, Arkansas (Lincoln County)

This is a community organization which has been in operation for 18 months. They already have a library in operation as part of their community program. The books are available to anyone in the community. The library is used as part of an education program.

Books Needed:

1. Negro and African history - Zenith series as well as many others 150
2. Limited vocabulary material 50
3. Secondary school materials on public affairs and reading for pleasure 100
4. Organization of cooperatives 25
5. Learning how to read 25
6. Children's books 75
7. Home repairs 50

Hughes Voters League - Mr. Alonzo Haywood
P.O. Box 433
Hughes, Arkansas (St. Francis County)

This is a recently organized group that has shown a great deal of interest in changing the pattern of life in their town. This is a plantation town and very few of its residents have had much reading experience. They will use an old school house for their library as well as for community meetings. The library will be available to the public.

Books Needed:

1. Negro history and African culture - Zenith series 50
2. Limited vocabulary material 75
3. Homemaking skills 20
4. Children's books 75
5. Organization of cooperatives 20
6. Learning how to read 75
7. Home repairs 20

Please delay this group for several weeks. AT.

Westside Voters League - Miss Myrtle Glascoe
246 S. Baringo
West Helena, Arkansas (Phillips County

This community organization has been in existence for 2½ years. They use a 3 room cement block house as a meeting place and library. They conduct Negro history classes once a week.

Books Needed:

1. Negro history and African culture 200
2. Community improvement 50

Books Needed: (cont'd)

3. Limited vocabulary material (adult) 250
4. Children's books 300
5. Homemaking skills 75

St. Francis County Achievement Committee
114 Cox Street
Forrest City, Arkansas (St. Francis County) // MRS. ODESSIE BRADLEY
RT. 1, BOX 233, FORREST CITY

This is a community organization that has been in existence for more than eighteen months. They have a building which they use for meetings. They also use it to house a library. In the past it has served as a tutorial center.

Books Needed:

1. Negro history and African culture - Zenith series, etc. 300
2. American history 150
3. Limited vocabulary material 200
4. Secondary school materials on public affairs 50
5. Secondary school materials on reading for pleasure 75
6. Children's books 250
7. Homemaking skills 75
8. Organization of cooperatives 30
9. Literature, American and foreign 200

Marvell Action Committee
c/o Mrs. Gertrude Jackson
Box 356, Turner, Arkansas (Monroe County)

This is a community action group. They use a church for their meetings as well as for their library. The library is open to anyone who wishes to use it.

Books Needed:

1. Negro history and African culture - Zenith series, etc. 250
2. American history 200
3. Classical literature, American and foreign 100
4. Community improvement 25
5. Limited vocabulary material 250
6. Secondary school material on public affairs 75
7. Secondary school material on reading for pleasure 200
8. Children's books 250
9. History and organization of cooperatives 50
10. Learning to read 150

SUPPLEMENTARY BIBLIOGRAPHY FOR YOUNG PEOPLE

Zenith Books Series, Doubleday & Co., publishers (Paperback available)

Dobler, Lavinia & Toppin, Edgar A., Pioneers and Patriots
Dobler, Lavinia & Brown, Wm. A., Great Rulers of the African Past
McCarthy, Agnes & Reddick, Lawrence, Worth Fighting For
Sterling, Dorothy & Quarles, Benjamin, Lift Every Voice
Chu, Daniel & Skinner, Elliott, A Glorious Age in Africa
Davidson, Basil, A Guide to African History

NAACP Publications:

Black Heroes of the American Revolution
Negro Heroes of Emancipation

Others

Clayton, Ed, Martin Luther King: The Peaceful Warrior, Prentice Hall, 1965 ages 6-9
Cooper, Mattie Lula, House on the Corner, NY Friendship Press, 1963
Hennessy, Maurice & Sauter, Edward, A Crown for Thomas Peters, NY Ives and Washburn Inc., young adults
Graham, Lorenz, South Town, Chicago Follett Pub., 1958, young adults
Lattimore, Eleanor F., Jasper, Wm Morrow, N.Y., 1953, ages 5-8
Lattimore, Eleanor F., Indigo Hill, NY, Wm Morrow, 1950, ages 8-12
Miers, Earl S., Freedom, NY Grosset & Dunlap, 1965, young adults
Nolan, Jeannette C., John Brown, NY Julian Messner Publ., 1962 ages 12 up
Roy, Jessie & Turner, Geneva C., Pioneers of Long Ago, Wash. D.C Associated Pub., 1951, age
Schackelford, Jane D., The Child's Story of the Negro, Associated Pub., 1956, ages 6-9
Shotwell, Louisa R., Roosevelt Grady, Grosset & Dunlap, Tempo Books, ages 10-12
Sterling, Dorothy, Mary Jane, Doubleday & Co., 1959, ages 9-12
Sterling, Dorothy, Freedom Train: The Story of Harriet Tubman, Doubleday & Co., 1954, young adults
Sterling, Dorothy, Captain of the Planter: The Story of Robert Smalls, Doubleday & Co., 1958, young adults
Tarry, Ellen & Ets, Marie H., My Dog Rinty, Viking Press, 1964, ages 6-9

28 September 1966

Proposal presented by the Arkansas Council on Human Relations
To the Paperback Book Distribution Project of the Southern Regional Council

Due to the history of slavery and segregation in the South, Negro Americans have had little access to libraries and reading materials in general. This is especially true in rural areas, and in Arkansas this means most of the state.

We hope to alleviate this situation by supplying community organizations and public schools with necessary and useful volumes. The schools will make their books available to all of their students. The community organizations will open their libraries to the general public.

We are enclosing a special bibliography which we have organized over a period of months. All of these books will be useful to the community libraries as well as to Walker High School in Magnolia, Arkansas. Pankey Elementary School will be able to use all of the books marked for children between the ages of six and twelve. Jones High School in North Little Rock, Arkansas will be able to use the books marked for young adults as well as those books unmarked.

We expect that many other centers will be set up during the next few months. As they become known to us we will submit their names to the Southern Regional Council. They will probably be community organizations that have been in existence in southern, eastern, and central Arkansas.

SCHOOLS AND CENTERS

Pankey Elementary School - Mr. S.F. Thompson, Principal
Route 5, Box 392CC
Little Rock, Arkansas (Pulaski County)

This is an elementary school located outside of Little Rock. These books will supplement a very inadequate library. The books will be available to all of the students in attendance at the school.

Books Needed:

1. Literature and readers for children in grades 1-6
2. Nature and science readers for grades 1-6
3. American history for grades 1-6
4. Negro history and African culture for grades 1-6
5. How to read materials

Jones High School - Mrs. Ernestine Williams, librarian
10th and Cedar
North Little Rock, Arkansas (Pulaski County)

They will use the school library. The books will be available to all of the students. Mrs. Williams also conducts classes in Negro history.

Books Needed:

1. Negro history and African culture - as many books as they can possibly obtain
2. Labor Movement
3. Classical American and foreign literature

Walker High School - Mr. Robert Wiley, Principal; Miss Irene Harris, librarian
Magnolia, Arkansas (Columbia County)

This is a Negro school covering grades 1-12. They have very little in the way of a library.

Books Needed:

1. Negro history and African culture, Zenith series as well as many others
2. American history
3. Classical literature
4. International relations and world politics
5. Secondary school materials on public affairs and reading for pleasure
6. Children's books
7. Learning to read
8. Home making skills

Gould Citizens for Progress
c/o Mrs. Carrie Dilworth
Drawer K
Gould, Arkansas (Lincoln County)

This is a community organization which has been in operation for 18 months. They already have a library in operation as part of their community program. The books are available to anyone in the community. The library is used as part of an education program.

Books Needed:

1. Negro and African history - Zenith series as well as many others
2. Limited vocabulary material
3. Secondary school materials on public affairs and reading for pleasure
4. Organization of cooperatives
5. Learning how to read
6. Children's books
7. Home repairs

Hughes Voters League - Mr. Alonzo Haywood
P.O. Box 433
Hughes, Arkansas (St. Francis County)

This is a recently organized group that has shown a great deal of interest in changing the pattern of life in their town. This is a plantation town and very few of its residents have had much reading experience. They will use an old school house for their library as well as for community meetings. The library will be available to the public.

Books Needed:

1. Negro history and African culture - Zenith series
2. Limited vocabulary material
3. Homemaking skills
4. Children's books
5. Organization of cooperatives
6. Learning how to read
7. Home repairs

Westside Voters League - Miss Myrtle Glascoe
246 S. Baringo
West Helena, Arkansas (Phillips County

This community organization has been in existence for 2½ years. They use a 3 room cement block house as a meeting place and library. They conduct Negro history classes once a week.

Books Needed:

1. Negro history and African culture
2. Community improvement

Books Needed: (cont'd)

3. Limited vocabulary material (adult)
4. Children's books
5. Homemaking skills

St. Francis County Achievement Committee - Mrs. Odessie Bradley, chairman
114 Cox Street
Forrest City, Arkansas (St. Francis County)

This is a community organization that has been in existence for more than eighteen months. They have a building which they use for meetings. They also use it to house a library. In the past it has served as a tutorial center.

Books Needed:

1. Negro history and African culture - Zenith series, etc.
2. American history
3. Limited vocabulary material
4. Secondary school materials on public affairs
5. Secondary school materials on reading for pleasure
6. Children's books
7. Homemaking skills
8. Organization of cooperatives
9. Literature, American and foreign

Marvell Action Committee
c/o Mrs. Gertrude Jackson
Box 356, Turner, Arkansas (Monroe County)

This is a community action group. They use a church for their meetings as well as for their library. The library is open to anyone who wishes to use it.

Books Needed:

1. Negro history and African culture - Zenith series, etc.
2. American history
3. Classical literature, American and foreign
4. Community improvement
5. Limited vocabulary material
6. Secondary school material on public affairs
7. Secondary school material on reading for pleasure
8. Children's books
9. History and organization of cooperatives
10. Learning to read

SUPPLEMENTARY BIBLIOGRAPHY FOR YOUNG PEOPLE

Zenith Books Series, Doubleday & Co., publishers (Paperback available)

Dobler, Lavinia & Toppin, Edgar A., Pioneers and Patriots
Dobler, Lavinia & Brown, Wm. A., Great Rulers of the African Past
McCarthy, Agnes & Reddick, Lawrence, Worth Fighting For
Sterling, Dorothy & Quarles, Benjamin, Lift Every Voice
Chu, Daniel & Skinner, Elliott, A Glorious Age in Africa
Davidson, Basil, A Guide to African History

NAACP Publications:

Black Heroes of the American Revolution
Negro Heroes of Emancipation

Others

Clayton, Ed, Martin Luther King: The Peaceful Warrior, Prentice Hall, 1965 ages 6-9
Cooper, Mattie Lula, House on the Corner, NY Friendship Press, 1963
Hennessy, Maurice & Sauter, Edward, A Crown for Thomas Peters, NY Ives and Washburn Inc., young adults
Graham, Lorenz, South Town, Chicago Follett Pub., 1958, young adults
Lattimore, Eleanor F., Jasper, Wm Morrow, N.Y., 1953, ages 5-8
Lattimore, Eleanor F., Indigo Hill, NY, Wm Morrow, 1950, ages 8-12
Miers, Earl S., Freedom, NY Grosset & Dunlap, 1965, young adults
Nolan, Jeannette C., John Brown, NY Julian Messner Publ., 1962 ages 12 up
Roy, Jessie & Turner, Geneva C., Pioneers of Long Ago, Wash. D.C Associated Pub., 1951
Schackelford, Jane D., The Child's Story of the Negro, Associated Pub., 1956, ages 6-9
Shotwell, Louisa R., Roosevelt Grady, Grosset & Dunlap, Tempo Books, ages 10-12
Sterling, Dorothy, Mary Jane, Doubleday & Co., 1959, ages 9-12
Sterling, Dorothy, Freedom Train: The Story of Harriet Tubman, Doubleday & Co., 1954, young adults
Sterling, Dorothy, Captain of the Planter: The Story of Robert Smalls, Doubleday & Co., 1958, young adults
Tarry, Ellen & Ets, Marie H., My Dog Rinty, Viking Press, 1964, ages 6-9

October 10, 1966

Miss Irene Harris, Librarian
Walker High School
Magnolia, Arkansas

Dear Miss Harris:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your school. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro history and African culture, Zenith series as well as many others----------200
2. American history----------100
3. Classical literature----------75
4. International relations and world politics----------25
5. Secondary school materials on public affairs and reading for pleasure----------50
6. Children's books----------100
7. Learning to read----------25
8. Home making skills----------25

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any special methods you use to get the students interested in reading these books (for example, classroom libraries).

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 10, 1966

Miss Myrtle Glascoe
Westside Voters League
246 South Baringo
West Helena, Arkansas

Dear Miss Glascoe:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your group. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro history and African culture----------200
2. Community improvement----------50
3. Limited vocabulary material (adult)----------250
4. Children's books----------300
5. Homemaking skills----------75

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any

special methods you use to get the members of your community interested in reading these books.

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 10, 1966

Marvell Action Committee
c/o Mrs. Gertrude Jackson
Box 356
Turner, Arkansas

Dear Mrs. Jackson:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your group. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro history and African culture - Zenith series, etc.--250
2. American history----------200
3. Classical literature, American and foreign----------100
4. Community improvement----------25
5. Limited vocabulary material----------250
6. Secondary school material on public affairs----------75
7. Secondary school material on reading for pleasure--------200
8. Children's books----------250
9. History and organization of cooperatives----------50
10. Learning to read----------150

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any special methods you use to get the members of your community interested in reading these books.

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 10, 1966

Gould Citizens for Progress
c/o Mrs. Carrie Dilworth
Drawer K
Gould, Arkansas

Dear Mrs. Dilworth:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your group. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro and African history - Zenith series as well as many others----------150
2. Limited vocabulary material----------50
3. Secondary school materials on public affairs and reading for pleasure----------100
4. Organization of cooperatives----------25
5. Learning how to read----------25
6. Children's books----------75
7. Home repairs----------50

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any special methods you use to get the members of your community interested in reading these books.

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 10, 1966

Mr. Elijah Coleman
Acting Director
Arkansas Council on Human Relations
1310 Wright Avenue
Little Rock, Arkansas 72206

Dear Elijah:

Thank you for your letter and proposal for paperback books. I didn't have quite all the information I needed, so after talking with Miss Taylor, I decided to write each school and organization. I have enclosed a typical letter. I hope each person answers soon so that we can get the books on the way. I am sure these people will actively promote the books once they arrive.

If you come across other organizations that might want books, it would be good if you would write to us first, giving us information about such groups. Also, we can check our supply to be sure we still have books left to distribute.

I hope your work is going well. Everyone around here is getting excited about a write-in candidate for governor.

Best regards,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 10, 1966

St. Francis County Achievement Committee
c/o Mrs. Odessie Bradley
Rt. 1, Box 233
Forrest City, Arkansas

Dear Mrs. Bradley:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your group. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro history and African culture - Zenith series, etc.--300
2. American history----------150
3. Limited vocabulary material----------200
4. Secondary school materials on public affairs----------50
5. Secondary school materials on reading for pleasure--------75
6. Children's books----------250
7. Homemaking skills----------75
8. Organization of cooperatives----------30
9. Literature, American and foreign----------200

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any special methods you use to get the members of your community interested in reading these books.

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 21, 1966

St. Francis County Achievement Committee
c/o Mrs. Odessie Bradley
Rt. 1, Box 233
Forrest City, Arkansas 72335

Dear Mrs. Bradley:

Thank you for sending your order promptly.

I need to know whether to send the books to you, Rt. 1, Box 233, or to 114 Cox Street. Could you please let me know as quickly as you can since you have to allow about three weeks to receive the books?

With best wishes,

(Miss) Louise Cole
Paperback Book Project

TO: St. Francis County Achievement Committee
c/o Mrs. Odessie Bradley
Route 1, Box 233
Forrest City, Arkansas 72335

ORDER:

See attached book list.

This totals 2493 books.

JOHN H. WHEELER, PRESIDENT
JOSEPHINE WILKINS, VICE-PRESIDENT
RUFUS E. CLEMENT, VICE-PRESIDENT
STEPHEN J. WRIGHT, VICE-PRESIDENT
PAUL R. CHRISTOPHER, VICE-PRESIDENT
RAYMOND M. WHEELER, CHAIRMAN, EXECUTIVE COMMITTEE
JOSEPH HAAS, COUNSEL
PAUL ANTHONY, EXECUTIVE DIRECTOR

Southern R[illegible] Inc.
5 FORSYTH STREET, N. W. [illegible] 30303

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

October 10, 1966

St. Francis County Achievement Committee
c/o Mrs. Odessie Bradley
Rt. 1, Box 233
Forrest City, Arkansas 72335

Dear Mrs. Bradley:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your group. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro history and African culture - Zenith series, etc.--300 -10
2. American history----------150 -10
3. Limited vocabulary material----------200 -10
4. Secondary school materials on public affairs----------50 -10
5. Secondary school materials on reading for pleasure--------75 -10
6. Children's books----------250 -10
7. Homemaking skills----------75 -10
8. Organization of cooperatives----------30 -10
9. Literature, American and foreign----------200 -10

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Route 1, Box 233
Forrest City, Ark
November 5, 1966

Dear Sir:
Please send the book to
Route 1, Box 233. Forrest City, Ark. 72335

Thank you
Mrs. Odessie Bradley

St. Francis County Achievement Committee

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood 5
Adventures of Tom Sawyer 2
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front 1
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl 2
April Morning
The Assistant
Away All Boats 1

Banners at Shenandoah
Basketball
Batman books 1
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night 2
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor 1
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free — 5
Boy Next Door — — — — — 10
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door 1

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen 2
Childhood's End
A Christmas Carol — — — — — — — 25
Chucklebait
City Boy — 10
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy — — — — 50
Dennis the Menace books — 5
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger 2
Exodus — — — — — — — 25

Fall of the House of Usher

Family Nobody Wanted — 5
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy 2
Glory Be ! 1
Goldfinger 1
The Good Earth
Goodbye, Mr. Chips 1
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song 1
Humor of J.F.K. 5
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody 2
Immortal Poems of the English Language
The Incredible Journey 2
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming 2
Ivanhoe

The Jungle Books

Kidnapped 1
Kim 1
Kon-Tiki 1

Language of Love 1
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow 5
My Life as an Indian
The Light in the Forest
Lilies of the Field 5
The Living Tide
Lord of the Flies 5
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was 10
The Many Loves of Dobie Gillis 10

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts 10
McCall's Make Your Own Decorations and Gifts Book 10
Member of the Wedding
The Miracle Worker 2
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game 10
My Antonia
My Life and Hard Times 10
My Lord, What a Morning 10
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain 1
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach 2

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper 2
Prison Nurse 20
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun 2
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story 20
Run Silent, Run Deep 2 10

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May 1
Seventeen 1
Shane 10
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me 20
The Spy Who Loved Me 1
Stories from the Twilight Zone 2 20
Stories My Mother Never Told Me
The Story Catcher
Strangest of All 1
Street Rod
Study in Scarlet and Sign of the Four 1
Superman books 1

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible 1
Tales of Terror and Suspense 1
Teahouse of the August Moon
Teen-Age Dance Book-2
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball-2
Time is the Simplest Thing 1
The Time Machine -
The Time of Her Life 2
To Kill a Mockingbird-10
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo 2
Treasure Island 1
The Tunnel Escape 2
20,000 Leagues Under the Sea 2
Two Years Before the Mast 1

Vietnam Diary/
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love 2
Where's Annie?/
Wit's End

You Only Live Twice

A Zoo in my Luggage

10

10

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

3 sets THE BASIC ONE HUNDRED

Pride and Prejudice - 20	Jane Austen
Sense and Sensibility - 20	Jane Austen
The Wizard of Oz - 10	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland 10	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol - 10	Charles Dickens
David Copperfield 1	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist 1	Charles Dickens
A Tale of Two Cities 2	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin 10	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables 1	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales 1	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories 1	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow 2	Washington Irving
The Ambassadors	Henry James
The Story of My Life 10	Helen Keller
Captains Courageous 1	Rudyard Kipling
Kim 1	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince 1	Niccolo Machiavelli
Moby Dick 10	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems 1	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales 1	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar 6	William Shakespeare
Hamlet 10	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream 2	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest - 2	William Shakespeare
Twelfth Night - 1	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein 5	Mary Shelley
The Jungle 1	Upton Sinclair
The Black Arrow - 2	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde 5	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island 1	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn 2	Mark Twain
Life on the Mississippi 20	Mark Twain
The Prince and the Pauper 1	Mark Twain
Tom Sawyer 1	Mark Twain
Around the World in Eighty Days 2	Jules Verne
A Journey to the Center of the Earth 10	Jules Verne
Master of the World 1	Jules Verne
The Mysterious Island 10	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea 1	Jules Verne
Robin Hood - 5	E. Charles Vivian
Ben Hur - 5	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods - 15	H. G. Wells
The Invisible Man 1	H. G. Wells
The Time Machine 1	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian - 5	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance 15
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy 1
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty - 15
By Myself (I-III) 10
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses 15
Child's Story of Ancient Days 10
Colors Are Nice 1
Coming of Flame 1
Day with Debbie*
The Dog Book - 15
Donald Duck Book 50
The Duck on the Truck 1
The Elephant Book - 15
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Suzy*
Fun with David* 1
Fun with Dots 1
The Gilead Bomb
Golden Shape Books 1
Happy Children - 15
The House that Jack Built - 15
Humpty Dumpty Book - 20
Hurry Up, Slowpoke - 10
I Made a Line
In the Big City* 1
Jack and the Beanstalk - 5
King Who Learned to Smile - 5
Laugh with Larry*
Little Gray Mouse and the Train - 5
New Girl at Merrywhether
Night Before Christmas - 10
Our Animal Story Books - 5
The Owl and the Pussycat - 5
Penny Takes the Stage 1
People Read (Macmillan--Bank Street Readers)
Peter Pan - 5
Popeye - 10
Question and Answer Book 1
Read-Aloud Funny Stories
Robin West: Freshman Nurse - 10
Robin West: Nurse's Aide - 10
Samax, the Gladiator
Secret of the Dark Stranger 1
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City* 1
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks - 10
The Tracy Twins in Japan
12 Days of Christmas - 10
Wizard of Oz - 10
Wonderbooks - 5
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)_10
African Heritage _10
African Independence (Dell)_15
Africa's Freedom _10
American Race Relations Today_15
The Angry Black South _15
Before the Mayflower--History of the Negro in America (1619-1962)_15
Black Boy _10
Black Humor_10
Black Like Me _10
Black Metropolis _10
Black Muslims in America_10
Black Nationalism _10
Black Treasure (Barlow, Tempo)_15
But Not Next Door_5
Cool World _5
Crisis in Black and White _10
Essays on the History of the American Negro _5
Fight for Freedom: Story of NAACP _50
The Fire Next Time _5
Fire-Bell in the Night_5
For Human Beings Only_5
Freedom Summer_5
From the Back of the Bus_5
Geography of African Affairs_5
Go Tell It on the Mountain _15
A Handbook of African Affairs_5
Home to Harlem _25
I Always Wanted to Be Somebody_5
Inside the Ku Klux Klan _5
In White America _3
Invisible Man _1
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)_15
Mind of the South_1
Mississippi: the Closed Society (Harvest)_1
The Movement (Hansberry)_5
Mr. Kennedy and the Negroes_25
Native Son_2
The Negro in the Making of America_5
Negro in the United States: A Brief History_50
Negro Question_5
The Negro Revolt_5
Negro Today _15
Nigger _5
Nobody Knows My Name _1
Notes of a Native Son_1
On Being Negro in America_10
Portrait of a Decade_
Race and Nationality in American Life_2
Roosevelt Grady
Sex and Racism in America_10
Souls of Black Folk _5
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow_10
The Strength to Love_3
Stride Toward Freedom_5
This is My Country Too_2
The Troublesome Presence_1
Up From Slavery_2
We Shall Overcome (Dell)_15
When the Word is Given
Who Speaks for the Negro_5
Why We Can't Wait _15
Years Pictorial History of the American Negro _5

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood) _5
Age of Jackson (Ment.) _5
The Age of Napoleon
America and Its Presidents /
America as a Civilization _5
America in Perspective
American Labor (Pelling. U of Chicago) /
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors /
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin _5
Autobiography of Will Rogers /
Background to Viet Nam _25
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner /
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany _2
Combat: War with Japan _2
Day Lincoln Was Shot _2
Day of Infamy _2
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans /
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action /
George Washington (Mentor)
The Good Years (1900-1914) /
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay /
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution /
If the South Had Won the Civil War _3
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain) _10
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember _10
The 19th Century World
The Octopus
Only Yesterday _10
Our 50 United States /
Paul Revere and the World He Lived In (Sentry) /
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States /
President Kennedy Selects Six Brave Presidents _15
Presidents of the USA: Profiles and Pictures _10
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America -10
Thomas Jefferson -15
A Time to Stand - 5
The Wall
When the Legends Die /
Wonders of the World /
Woodrow Wilson and the New America /
The World of Ancient Man /
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student —10
Basic Algebra Self Taught — 15
Basic Biology Self Taught — 15
Basic Chemistry Self Taught — 15
Basic Facts of Human Heredity — 10
The Body in Action — 5
Books That Changed the World — 3
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why — 15
Complete Handbook of Better English — 5
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English — 15
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3 1
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions 1
Growing Plants
Help Your Child Succeed in School — 5
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science 1
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You — 10
How the Great Religions Began — 5
How to Become a Better Reader — 2
How to Get Higher Marks in School — 2
How to Prepare for College — 3
How to Study — 15
How to Study Better and Get Higher Marks — 5
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists 2
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4 1
Mathematics in Everyday Things 2
Mathematics Tables and How to Use Them 1
New American Guide to Colleges 1
New American Webster Handy College Dictionary 10
New Hammond World Atlas
The New Mathematics Dictionary and Handbook — 10
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading 1
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia 3
People and Places
Pictorial History of Western Art 2
Picture History of Painting 1
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space 1
Science Projects Handbook 2
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English -15
Silent World -10
Southwest
Stop, Look, and Write -10
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary -10
3-In-1 Workbook, Grade 1 and 2
Trees 1
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom -5
Weather
Words Most Often Misspelled and Mispronounced -10
You and Your Senses 2
Zoology -10

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing - 5
Career Guide for Young People - 5
The Delso Sisters, Beauticians*
From High School to a Job - 5
How to Be an Effective Secretary - 10
How to Become a Government Girl
How to Land the Job You Want - 5
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse* 1
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities 2
1001 Top Jobs for High School Graduates 6
Opportunities in Agricultural Engineering - 5
Opportunities in Free Lance Writing - 2
Opportunities in Machine Shop Trades - 1
Opportunities in Office Occupations - 1
Opportunities in Pharmacy Careers - 1
Opportunities in Recreation and Outdoor Education - 1
Opportunities in Social Work Careers - 1
Opportunities in Teaching Careers - 1
Six Ways to Get a Job - 2
So You Want to Be a Doctor - 1
So You Want to Be a Lawyer - 1
So You Want to Be a Nurse - 1
Television as a Career - 1
Touch Typing in 10 Lessons - 10
Writing Fiction - 1

*Follett, Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook - 1
All New Fannie Farmer's Boston Cooking School Cook Book - 1
Ann Landers Talks to Teenagers About Sex - 25
Ann Pillsbury's Baking Book - 1
The Art of Dating - 1
Be Happier, Be Healthier - 2
Becoming Parents - 2
Better Homes and Gardens Baby Book - 2
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting - 10
Complete Guide to Home Sewing 2
Cookbook for Beginners 1
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care - 2
Etiquette and Manners
Explaining Life to a Child (Dell) 1
Facts of Life and Love for Teenagers - 10
Facts of Love and Marriage for Young People - 25
Family First Aid 1
Family Legal Adviser 1
Family Medical Encyclopedia 5
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too 1
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care - 5
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide 1
Household Encyclopedia 6
Householder's Manual
How to Clean Everything 1
The I Never Cooked Before Cookbook
Infant Care (Lancer Books) - 10
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness - 25
McCall's Easy Sewing Book 1
New Handbook of Modern Birth Control - 10
New Ways in Sex Education 25
Nutrition in a Nutshell
On Life and Sex - 10
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking 2
Planned Parenthood
Pocket Book of Baby and Child Care 1 (Spock)
Pregnancy and Birth - 25
Premarital Dating Behavior
Protecting Yourself and Family 1
Sewing: New Ways, New Tools 2
Sex and the Adolescent - 10
So You're Going to Be Married - 10
Social Security and Medicare (Dell) - 10
Stop Dieting: Start Losing
Tell Me, Doctor - 10
To Goof or Not to Goof
The Vanishing Adolescent - 10
Your Adolescent at Home and in School - 10
Your Complete Home Medical Reference Book - 10
Your Happiest Years - 10

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society -10
Basic Facts of American Government -5
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor) 5
Democratic Way of Life 5
Federalist Papers 1
Handbook of Everyday Law 5
Handbook of Practical Politics (Henry Holt & Co.) 5
How to Succeed in Politics
Living U.S. Constitution
Making of the President 1
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government 5
Parties and Politics in America 5
The Peace Corps (Kittler) -5
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship 5
Report of the County Chairman
Slums and Suburbs -10
The U.N. and How It Works
U.S. Political System and How It Works 5
The Wasted Americans
What We Must Know About Communism (Overstreet) 5

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills -5
How to Spend More, Owe Less, and Live Better -10
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

Hughes Voters League
Hughes Ark
Nov. 22, 1966

Southern Regional Council Inc.
5. Forsyth Street N. W.
Atlantic 3. Ga.

To inform you that a special meeting has been call. for questioning concerning the list of your book. The Conclusion was the masses was very concern. Looking forward to receive the books soon!

Hughes Voters League
Alonzo Haywood
Hughes Ark
P.O. Box 433

November 10, 1966

Mr. Alonzo Haywood
Hughes Voters League
P. O. Box 433
Hughes, Arkansas 72348

Dear Mr. Haywood:

Elijah Coleman of the Arkansas Council on Human Relations has told me about your plans for a library. I understand he has sent you a letter about our paperback book project and has suggested a number of categories of books you might want. It will be easier if you will use the enclosed bibliography to select the books you need.

The total number you order depends simply on how many you think will profitably be used. Feel free to ask for more than one copy of a book and to order by category if you want every book in a category. We want to send as many books as you can use.

After your program has been operating for awhile, we will need a brief report to find out about the response to the books.

Please send your order as quickly as possible, for we have been funded for a limited period of time. Allow about three weeks for delivery.

Wishing your program success, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

November 29, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Here is a book order.

TO: Mr. Alonzo Haywood
Hughes Voters League
P. O. Box 433
Hughes, Arkansas 72348

ORDER:

See attached book list.

This totals 1185 books.

Hughes Voters League.

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn 3
Adventure of Robin Hood 3
Adventures of Tom Sawyer 3
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass 3
All Quiet on the Western Front
All the King's Men 3
An American Tragedy 3
Andersonville (Sig.)
Animal Farm 3
Anna and Her Daughters 3
Anne Frank: Diary of a Young Girl 5
April Morning
The Assistant
Away All Boats 3

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan 3
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor 3
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free 4
Boy Next Door
A Boy Ten Feet Tall 3
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology 2
But Not Next Door

Call of the Wild; White Fang 1
Call Them Heroes. Books 1-4 (Silver-Burdette) 3
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End 4
A Christmas Carol 3
Chucklebait
City Boy 3
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country 4

Dangerous Summer 3
A Day in the Life of President Kennedy 3
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll 3

Earthlight
East of Eden
Easy to Make Gifts 3 2
Elizabeth and the Young Stranger
Exodus 1

Fall of the House of Usher

Family Nobody Wanted 1
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun 2
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing 2
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be ! 2
Goldfinger
The Good Earth 2
Goodbye, Mr. Chips
Grapes of Wrath 2
Great American Short Stories 1
The Great Escape
Great Expectations 3
Great Sea Stories 2
Great Tales of Action and Adventure 3
Gus Wilson's Model Garage 1

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow 2
Hobbies for Pleasure and Profit 1
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint 1
How to Write a Song 1
Humor of J.F.K. 2
Hunchback of Notre Dame
Hurry Sundown 3

I Always Wanted to Be Somebody 3
Immortal Poems of the English Language 3
The Incredible Journey 1
Inherit the Wind
Inn of the Sixth Happiness 3
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love 4
A Lantern in Her Hand
Lassie Come-Home 3
Laughing Boy 3
The Learning Tree 2
Legend of Sleepy Hollow 2
My Life as an Indian 3
The Light in the Forest
Lilies of the Field 2
The Living Tide 1
Lord of the Flies 3
Lost on Venus

The Mad Sampler
Major American Poets 2
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars 1
McCall's Book of Paper, Wood and Paint Crafts 1
McCall's Make Your Own Decorations and Gifts Book 1
Member of the Wedding
The Miracle Worker 3
Mister Fisherman 1
Moon Fleet
The Moon is Down 2
Moonraker
Moonstone
The Most Dangerous Game 2
My Antonia
My Life and Hard Times 3
My Lord, What a Morning 4
The Mysterious Island
Mysterious Stranger and Other Stories 1

Nature Crafts
New Pocket Anthology of American Verse 1
New Treasury of Folk Songs 2
The Night They Burned the Mountain
1984
The 1965 Olympic Guide 3
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry 3
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook 1
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun 1
The Red Badge of Courage
The Red Pony
Robinson Crusoe 2
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story 1
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter 3
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May 3
Seventeen 4
Shane
The Shook-up Generation 4
A Single Pebble
Six Great Modern Plays 1
Somebody Up There Likes Me 3
The Spy Who Loved Me 3
Stories from the Twilight Zone
Stories My Mother Never Told Me 1
The Story Catcher 2
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books 1

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA 4
Ten Modern American Short Stories 3
Three Comedies of American Life 4
Thunderball 3
Time is the Simplest Thing 3
The Time Machine
The Time of Her Life 3
To Kill a Mockingbird 1
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island 2
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary 1
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds 1
What Then Is Love 2
Where's Annie?
Wit's End

You Only Live Twice 4

A Zoo in my Luggage 3

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

2 sets

THE BASIC ONE HUNDRED

1	Pride and Prejudice	Jane Austen
1	Sense and Sensibility	Jane Austen
1	The Wizard of Oz	L. Frank Baum
	Jane Eyre	Charlotte Bronte
	Wuthering Heights	Emily Bronte
	The Age of Chivalry	Thomas Bulfinch
	The Age of Fable	Thomas Bulfinch
	The Way of All Flesh	Samuel Butler
	Alice's Adventures in Wonderland 3	Lewis Carroll
	The Moonstone	W. W. Collins
	Lord Jim 3	Joseph Conrad
	The Deerslayer	James F. Cooper
	The Last of the Mochicans	James F. Cooper
	The Pathfinder	James F. Cooper
	The Pioneers 3	James F. Cooper
	The Prarie	James F. Cooper
	The Red Badge of Courage 4	Stephen Crane
	Two Years Before the Mast	Richard Henry Dana
	Pere Goriot	Honore de Balzac
	Robinson Crusoe 3	Daniel DeFoe
	A Christmas Carol	Charles Dickens
	David Copperfield	Charles Dickens
	Great Expectations 3	Charles Dickens
	Oliver Twist	Charles Dickens
	A Tale of Two Cities 2	Charles Dickens
	The Mutiny on Board H.M.S. Bounty	William Bligh
	The Hound of the Baskervilles	A. Conan Doyle
	Silas Marner	George Eliot
	The Mill on the Floss	George Eliot
	The Autobiography of Benjamin Franklin 3	Benjamin Franklin
	The Vicar of Wakefield	Oliver Goldsmith
	The Mayor of Casterbridge	Thomas Hardy
	The Return of the Native	Thomas Hardy
	Tess of the D'Urbervilles	Thomas Hardy
	The Outcasts of Poker Flat	Bret Harte
	The House of the Seven Gables	Nathaniel Hawthorne
	The Scarlet Letter	Nathaniel Hawthorne
	Twice-Told Tales	Nathaniel Hawthorne
1	O. Henry, The Four Million and Other Stories	O. Henry
1	The Odyssey	Homer
	Green Mansions	W. H. Hudson
	The Legend of Sleepy Hollow 1	Washington Irving
	The Ambassadors	Henry James
	The Story of My Life 1	Helen Keller
	Captains Courageous 3	Rudyard Kipling
	Kim	Rudyard Kipling
	The Call of the Wild 1	Jack London
	The Sea Wolf	Jack London
	White Fang	Jack London
	Evangeline	Henry W. Longfellow
	The Prince	Niccolo Machiavelli
1	Moby Dick	Herman Melville
	Typee 1	Herman Melville
	The Scarlet Pimpernel	Baroness Orczy
	The Oregon Trail 1	Francis Parkman
1	Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
	Men of Iron	Howard Pyle
	Aesop's Fairy Tales 3	Aesop
	Ivanhoe	Sir Walter Scott
	As You Like It 1	William Shakespeare
1	Julius Caesar	William Shakespeare
	Hamlet	William Shakespeare
1	Macbeth	William Shakespeare
	The Merchant of Venice	William Shakespeare
	A Midsummer Night's Dream 3	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein 1	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped 1	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn 2	Mark Twain
Life on the Mississippi 3	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer 3	Mark Twain
Around the World in Eighty Days 3	Jules Verne
A Journey to the Center of the Earth 2	Jules Verne
Master of the World 1	Jules Verne
The Mysterious Island 1	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood 3	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon 3	H. G. Wells
The Food of the Gods 3	H. G. Wells
The Invisible Man 2	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass 3	Walt Whitman
The Virginian 2	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance 3
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III) 3
Case of the Aluminum Crutch
The Cat Book 3
1 Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice 3
Coming of Flame 3
Day with Debbie* 3
The Dog Book 3
Donald Duck Book 2
The Duck on the Truck 2
The Elephant Book 3
✓ Every Child's First English Color and Learn Book
The Fir Tree
Fish Book 3
Flame, Son of Silver Cloud
Four Seasons with Suzy* 3
Fun with David* 3
Fun with Dots
The Gilead Bomb
Golden Shape Books 2
Happy Children 2
The House that Jack Built 3
4 Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk 4
King Who Learned to Smile 3
Laugh with Larry* 3
Little Gray Mouse and the Train 3
New Girl at Merrywhether
2 Night Before Christmas
Our Animal Story Books 3
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
2 Question and Answer Book
Read-Aloud Funny Stories 4
Robin West: Freshman Nurse 2
Robin West: Nurse's Aide 3
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant 2
Sturdi Contour Books
Sunny Days in the City* 3
Sunshine Book
Surprise in the Tree 3
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks 4
The Tracy Twins in Japan
12 Days of Christmas 4
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage 3
African Independence (Dell)
Africa's Freedom 3
4 American Race Relations Today
The Angry Black South 2
4 Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy 3
Black Humor 3
Black Like Me 3
Black Metropolis 3
Black Muslims in America 3
Black Nationalism 3
Black Treasure (Barlow, Tempo)
But Not Next Door 2
Cool World
1 Crisis in Black and White 2
Essays on the History of the American Negro 3
Fight for Freedom: Story of NAACP 3
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only 4
Freedom Summer
From the Back of the Bus 3
Geography of African Affairs 2
Go Tell It on the Mountain 3
A Handbook of African Affairs
Home to Harlem 2
I Always Wanted to Be Somebody 3
Inside the Ku Klux Klan 2
In White America 2
Invisible Man
Lift Every Voice: 3 the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James 3 Weldon Johnson (Doubleday)
2 Mind of the South
Mississippi: the Closed Society (Harvest) 3
The Movement (Hansberry)
Mr. Kennedy and the Negroes 2
Native Son 2
The Negro in the Making of America 2
Negro in the United States: A Brief History 2
Negro Question 2
The Negro Revolt 3
Negro Today 3
Nigger 2
Nobody Knows My Name 2
Notes of a Native Son 2
On Being Negro in America 3
Portrait of a Decade
1 Race and Nationality in American Life
Roosevelt Grady 2
Sex and Racism in America 3
Souls of Black Folk 3
The South and the Southerner
South Town
Southern Temper
The Story of Jazz 4
Strange Career of Jim Crow 3
The Strength to Love 2
2 Stride Toward Freedom
2 This is My Country Too
The Troublesome Presence 2
Up From Slavery 3
1 We Shall Overcome (Dell)
When the Word is Given 3
Who Speaks for the Negro 2
Why We Can't Wait 3
4 Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood) 3
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents 3
America as a Civilization 3
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
1 Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950 3
Book About American History 3
Brief History of the U.S. 2
China: the Country Americans Are Not Allowed to Know 1
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine 4
The Civil War: A New One Volume History (Mentor) 2
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot 3
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans 3
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action 3
George Washington (Mentor)
The Good Years (1900-1914) 3
The Great Adventure: America in the First World War 3
The Great Dissenters
1 Great Untold Stories of World War II
Here to Stay 3
Hiroshima
A History of Russia 1
1 History of the U.S. Since 1945
Hitler, A Study in Tyranny 1
Hoofbeats of Destiny: Story of the Pony Express 2
How and Why Wonder Book of the American Revolution 1
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas 3
Inside Europe Today 1
The Last Days of Hitler 2
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States 3
A Night to Remember 3
The 19th Century World 3
The Octopus
Only Yesterday 3
Our 50 United States 2
Paul Revere and the World He Lived In (Sentry) 1
Peking and Moscow
Picture History of the Modern World 3
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents 1
1 Presidents of the USA: Profiles and Pictures 3
Rebels and Redcoats 1
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America 2

They All Discovered America 3
Thomas Jefferson
A Time to Stand 3
The Wall
When the Legends Die
Wonders of the World 2
Woodrow Wilson and the New America 3
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

1 Art of Being a Successful Student
1 Basic Algebra Self Taught
1 Basic Biology Self Taught
1 Basic Chemistry Self Taught
1 Basic Facts of Human Heredity
1 The Body in Action
Books That Changed the World 1
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why 1
Complete Handbook of Better English 3
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed 3
Economics in One Lesson 1
Electronics for Everyone 3
Engineering 4
English for Everyone 4
English Through Pictures, Books 1 and 2 3
Everglades National Park 3
Everyday Arithmetic Self Taught 1
Exploration of Space 3
First Workbook of English 3
Flowers 2
Fossils 2
Fun with Words, Grade 1, 2, and 3 4
Fun with Words and Pictures 4
Getting Ready to Read 4
Grade One Practice Workbook Reading 4
Grammar Self-Taught 3
Great Inventions
Growing Plants 3
Help Your Child Succeed in School 2
Heredity, Race, and Society 2
How and Why Wonder Book of Beginning Science 2
How and Why Wonder Book of Our Earth 2
How Much Is a College Degree Worth to You 3
How the Great Religions Began 4
How to Become a Better Reader 3
How to Get Higher Marks in School 1
How to Prepare for College 2 1
How to Study 2
How to Study Better and Get Higher Marks 3
The Human Body 2
The Human Mind (Curtis Co.) 1
Ideas of the Great Economists
Little Book of Stars 2
Machines that Built America 2 1
Mammals 2
Man in Flight 1
Math, Grade 1, 2, 3, 4 4
Mathematics in Everyday Things 3
Mathematics Tables and How to Use Them 3
New American Guide to Colleges 2
New American Webster Handy College Dictionary 3
New Hammond World Atlas 1
The New Mathematics Dictionary and Handbook 3
New Ways to Greater Word Power 3
Number Fun 3
Pacific Northwest
Parent's Guide to Children's Reading 4
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia 4
People and Places 3
Pictorial History of Western Art
Picture History of Painting 3
Rapid Vocabulary Builder 4
Reptiles and Amphibians 3
Sailing
Satellites, Rockets, and Outer Space 3
Science Projects Handbook 2
The Sea Around Us 2
Sea Shells 2

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World 5
Southwest
Stop, Look, and Write 4
The Strange Story of Our Earth 1
30 Days to a More Powerful Vocabulary 4
3-In-1 Workbook, Grade 1 and 2 4
Trees
20 Steps to Perfect Spelling 4
Walt Disney Story of Our Friend the Atom 3
Weather
Words Most Often Misspelled and Mispronounced 4
You and Your Senses 4
Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People 3
The Delso Sisters, Beauticians* 2
From High School to a Job 2
How to Be an Effective Secretary 1
How to Become a Government Girl 1
How to Land the Job You Want 1
John Leveron, Auto Mechanic* 2
Marie Perrone, Practical Nurse* 1
The Millers and Willie B.; Butcher, Baker, Chef* 2
1001 New Job Opportunities 1
1001 Top Jobs for High School Graduates 1
Opportunities in Agricultural Engineering 1
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades 1
Opportunities in Office Occupations 1
Opportunities in Pharmacy Careers 1
Opportunities in Recreation and Outdoor Education 1
Opportunities in Social Work Careers 1
Opportunities in Teaching Careers 1
Six Ways to Get a Job 1
So You Want to Be a Doctor 1
So You Want to Be a Lawyer 1
So You Want to Be a Nurse 1
Television as a Career 4
Touch Typing in 10 Lessons 3
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook 4
All New Fannie Farmer's Boston Cooking School Cook Book 2
Ann Landers Talks to Teenagers About Sex 3
Ann Pillsbury's Baking Book 1
The Art of Dating 1
Be Happier, Be Healthier 4
Becoming Parents 2
Better Homes and Gardens Baby Book 2
Betty Bissell Book of Home Cleaning 2
Bulky Knitting
Calories, Vitamins, and Common Sense 3
Children's Knitting 2
Complete Book of Knitting and Crocheting 2
Complete Guide to Home Sewing 1
Cookbook for Beginners 1
Drink, Eat, and Be Thin 3
Encyclopedia of Clothes Care 1
Etiquette and Manners 4
Explaining Life to a Child (Dell) 1
Facts of Life and Love for Teenagers 1
Facts of Love and Marriage for Young People 4
Family First Aid 3
Family Legal Adviser
Family Medical Encyclopedia 1
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too 2
First Aid for the Ailing House 2
Gardening the Easy Way 1
Good Housekeeping Book of Baby and Child Care 4
The Handy Book of Gardening
Heloise's Housekeeping Hints 1
Home Maintenance: Quick and Easy Guide 4
Household Encyclopedia 3
Householder's Manual 2
How to Clean Everything 4
The I Never Cooked Before Cookbook 3
Infant Care (Lancer Books) 4
Instant Household Tricks 3
Instant Kitchen Tricks 3
Key to Physical Fitness 1
McCall's Easy Sewing Book 1
New Handbook of Modern Birth Control 1
New Ways in Sex Education 3
Nutrition in a Nutshell 3
On Life and Sex 2
1001 Questions and Answers from the Family Handyman 1
The Painless Way to Stop Smoking 1
Planned Parenthood 1
Pocket Book of Baby and Child Care (Spock) 3
Pregnancy and Birth 3
Premarital Dating Behavior 1
Protecting Yourself and Family 2
Sewing: New Ways, New Tools
Sex and the Adolescent 1
So You're Going to Be Married 2
Social Security and Medicare (Dell) 1
Stop Dieting: Start Losing 2
Tell Me, Doctor 3
To Goof or Not to Goof 2
The Vanishing Adolescent 1
Your Adolescent at Home and in School 3
Your Complete Home Medical Reference Book 2
Your Happiest Years 4

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears) 4
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society 5
Basic Facts of American Government 2
Conventions and Elections: 1964 (Dell) 1 3
Democracy in America (Mentor)
Democratic Way of Life 1
Federalist Papers
Handbook of Everyday Law 4
Handbook of Practical Politics (Henry Holt & Co.) 2
How to Succeed in Politics 1
Living U.S. Constitution 3
Making of the President 1
A Manual for Direct Action (Quadrangle Books) 1
National Relocation and Housing Guide 1
Our American Government 1
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments
(Prentice-Hall)
Questions and Answers on American Citizenship 1
Report of the County Chairman
Slums and Suburbs 2
The U.N. and How It Works 3
U.S. Political System and How It Works 1
The Wasted Americans 1
What We Must Know About Communism (Overstreet) 1

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything 1
Consumer's Guide to Better Buying 1
Family Handbook of Dollars and Sense 3
How and Where to Borrow Money 4
How to Borrow Money 1
How to Get More for Your Money 1
How to Lower Your Food Bills 1
How to Spend More, Owe Less, and Live Better 3
Principles of Cooperation (Bogardus, Cooperative League of USA) 2
Sense with Dollars 1
[illegible]thing of Our Own (H.J.K. Publishing Co., Jackson, Miss.) 1
[illegible]sident in Charge of Revolution (McGraw Hill)

October 10, 1966

Mrs. Ernestine Williams, Librarian
Jones High School
10th and Cedar
North Little Rock, Arkansas

Dear Mrs. Williams:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your school. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Negro history and African culture - as many books as they can possibly obtain----------500
2. Labor movement----------50
3. Classical American and foreign literature----------250

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any special methods you use to get the students interested in reading

these books (for example, classroom libraries).

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

October 25, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Another book order.

TO: Mrs. Ernestine Williams, Librarian
Jones High School
10th and Cedar
North Little Rock, Arkansas 72114

ORDER:

One copy of every book in each category except the "Negro History, Culture, etc." For this category, 3 copies of each book.

This totals 892 books.

Thanks,

Jones High School
10th Cedar Street
N. Little Rock, Ark.

Miss Louise Cole
5 Forsyth Street, N.W.
Southern Regional Council Inc.
Atlanta, Georgia. 30303

Dear Miss Cole,

Your letter was received sometime ago. At the time I was in the hospital, and I ve just come back to work. If I understand you clearly list I received is what I am to make my selection from.

I would like all the books in each catergory and I would like three copies of each book in the negro collection.

We would be very happy to send a follow up report in response to the books. We are sure the students will use this contribution to their advantage.

Ernestine Williams

Mrs. Ernestine Williams, Librarian

October 10, 1966

Mr. S. F. Thompson, Principal
Pankey Elementary School
Route 5, Box 392CC
Little Rock, Arkansas

791

Dear Mr. Thompson:

We have received from the Arkansas Council on Human Relations a proposal for paperback books for your school. The categories indicated in the proposal do not exactly correspond to the ones we are using in our bibliography. The only information I have is the number of books as follows:

1. Literature and readers for children in grades 1-6----100
2. Nature and science readers for grades 1-6----------100
3. American history for grades 1-6----------150
4. Negro history and African culture for grades 1-6-----200
5. How to read materials----------100

In order to get a more definite request, I am enclosing the bibliography which we developed to aid applicants in selecting the books they need. To avoid becoming hopelessly entangled in individual orders, we are requesting applicants to confine themselves to this "master list." I believe you will find on this list the types of books the Arkansas Council indicated.

If you want all the books in a category, you may just indicate that category, or you may wish to select certain titles and exclude others. As you check off your selection, by title or category, please indicate how many copies of each book. The total number depends simply on how many you think can be profitably used.

Since our project is experimental, it is very important that later we receive a brief follow-up report so that we can learn about the response to the books. We would also be eager to hear about any

special methods you use to get the students interested in reading these books (for example, classroom libraries).

If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

TO: Mr. S. F. Thompson, Principal
Pankey Elementary School
Route 5, Box 392CC
Little Rock, Arkansas

ORDER:

See attached book list.

This totals 791 books.

PANKEY SCHOOL
RT.5, BOX 392CC
LITTLE ROCK, ARKANSAS

These are the books that we selected from your list sent.

TEENAGERS, ADULT LEISURE READING — 2 copies of each title

Adventures of Huckleberry Finn
African Treasury
Adventures of Robin Hood
Animal Farm
Adventures of Tom Sawyer
Anna and Her Daughters
April Morning
Away All Boats
Alice's Adventure in Wonderland and Through the Looking Glass

Banners at Shenandoah
Basketball
Batman Books
Beatles in a Hard Day's Night
Behind the Plate
Beverly Hillbillies Book of Country Humor
Born Free
Boy Next Door
A Boy Ten Feet Tall
Buffalo Chief

Cheaper by the Dozen
Childhoods End
A Christmas Carol
Count of Monte Cristo

A Day in the Life of President Kennedy
Dennis the Menace Books

Easy to Make Gifts
Exodus

Fall of the House of Usher
Family Nobody Wanted
Folksongs for Fun
Fresh and Salt Water Fishing
Fury

The Good Earth
Great American Short Stories
Great Tales of Action and Adventure

His Eye Is on the Sparrow
How to Draw and Paint
How to Write A Song
Humor of J.F.K.
Hunchback of Notra Dame

I Always Wanted to Be Somebody
Immortal Poems of the English Language
Ivanhoe

Lassie Come Home
Legend of Sleepy Hollow
My Life as an Indian
Lillies of the Field
Lost on Venus

Major American Poets
The Many Loves of Dobie Gillis
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decoration and Guifts Book
My Lord, What a Morning

Nature Crafts
New Treasury of Folk Songs
The 1965 Olympic Guide

Old Yeller

Popular History of Music

A Raisin in the Sun
Robinson Crusoe

The Scarlet Letter
Seventeen
Shane
Six Great Modern Plays
Stories My Mother Never Told Me
Sweet Thursday

To Kill a Mockingbird
Travels of Marco Polo
Treasure Island
20,000 Leagures Under the Sea

Vietnam Diary

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

2 sets _____ THE BASIC ONE HUNDRED

The Wizard of Oz	Jane Austen
Jane Eyre	Charlotte Bronte
The Age of Fable	Thomas Bulfinch
Alice's Adventure in Wonderland	Lewis Carroll
The Last of the Mochicans	James F. Cooper
The Red Badge of Courage	Stephen Crane
Robinson Crusoe	Charles Dickens
A Christmas Carol	Charles Dickens
David Cooperfield	Charles Dickens
Gread Expectations	Charles Dickens
A Tale of Two Cities	Charles Dickens
Silas Marner	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice Told Tales	Nathaniel Hawthorn
O. Henry, The Four Million and Four Other Stories	O. Henry
The Legend of Sleepy Hollow	Washington Irving
Evangeline	Henry F. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Edgar Allen Poe, Selested Stories And Poems	Edgar Allen Poe
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	" "
Hamlet	" "
Macbeth	" "
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Treasure Island	" "
Dracula	Bran Stoker
Huckleberry Fin	Mark Twain
The Prince of the Pauper	" "
Tom Sawyer	" "
Around the World in Eighty Days	Jules Verne
Twenty Thousand Leagues Under the Sea	" "
The First Men in the Moon	H.G. Wells
The War of the Worlds	" " "
The Virginian	Owen Winster

LIMITED VOCABULARY

4 - Billy Budd (1000 word level)
4 - Golden Trails (2000 word level)
4 - The Red Badge of Courage (2000 word level)
4 - The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS*** LEISURE — 2 copies of each title

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Alice Gets a New Look
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
Fish Book
Golden Shape Books
Happy Children
The House that Jack Built
Jack and the Beanstalk
Little Gray Mouse and the Train
Night Before Christmas
Our Animal Story Books
People Read
Peter Pan
Popeye
Question and Answer Book
Read Aloud Funny Stories
Robin West: Nurse's Aide
The Selfish Giant
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
12 Days of Christmas
Wizard of Oz
Wonderbooks
Wynken, Blynken & Nod

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY — 2 copies of each title

he African
African Heritage
African Independence
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower
Black Like Me
Black Treasure
Essays on the History of the American Negro
Geography of African Affairs
Go Tell it on the Mountian
I Always Wanted to be Somebody
Inside the Ku Klux Klan
Lift Every Voice: Lives of Booker T. Washington, etc.

Mississippi: the Closed Society
The Movement
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
On Being Negro in America
Sex and Racism in America
Souls of Black Folk
South Town
Strange Career of Jim Crow
Stride Toward Freedom
This is My Country Too
Up From Slavery
We Shall Overcome
Who Speaks For the Negro
Why We Can't Wait

History — 2 copies of each title

Abraham Lincoln
America and It's Presidents
Background to Viet Nam
Book About America History
Brief History of the U.S.
China:
The Civil War
Documentary History of the U.S.
New History of the U.S.
A Night to Remember
Our 50 United States
Presidents of the U.S.
They All Discovered America
Wonders ofthe World

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS — 2 copies of each title except where 5 are indicated.

Art of being a Successful Student
Butterflies and Moth
College Scholorships and Loans:
Complete Handbook of Better English
Doudle Your Reading Speed
Economics in one Lesson
English for Everyone
English hrough Pictures
Everyday Arithmetic Self Taught
5 - First Workbook of English
Fossils
5 - Fun With Words
5 - Fun with Words and Pictures
Getting Ready to Read
Growing Plants
Help Your Child Succeed in School
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth

How the Great Religian Began
How to Become a Better Reader
How to Prepare for College
Math
Mathematics Tables and How to Use Them
Mathematics in Everyday Things
Number Fun
Parent's Guide to Children's Reading
Penguin Encyclopedia
Sa ellites, Rockets, and Outer Space
Science Projects Handbook
Shortcuts to Effective English
Silent World
Stop, Look, and Write
30 Days to a More Powerful Vocabulary
5 — 3-In-1 Workbook, Grade 1 and 2
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Sences
Zoology
5 — New American Webster Handy College Dictionary

VOCATIONAL GUIDANCE — 2 copies of each title

The Bantam Book of Correct Letter Writing
Career Guide for Young People
From High School to a Job
How to be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
Marie Perrone, Practical Nurse
1001 New Job Opportunities
1001 Top Jobs for High School Gradua es
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Six Ways to Get a Job
So You Want to be a Doctor
So You Want to be a Lawyer
So You Want To be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

THE FAMILY---HEAL H, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS — 2 copies of each title

Accident Handbook
All New Fannie Farmers Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat and be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child
Facts of Life and Love to a Teenager
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fathers are Parents too
First Aid for the Ailing House
Gardening the Easy Way
Home Maintenance: Quick and Easy Way
How to Clean Everything
The I Never Cooked Before Cookbook
Instant Household Tricks
Instant Cooking Tricks
Key to Physical Fitness
McCall's easy Sewing Book
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handbook
Pregnancy and Birth
The Painless Way to Stop Smoking
Protecting Yourself and Family
Sex and the Adolescent
Social Security and Medicare
Your Adolescent at Home and in School
Your Happiest Years

Community Improvement & Pol. Ed.

ABC's of Community Planning
ABC's of Urban Renewal
America Tomorrow
Basic Facts of American Government
Democracy in America
Conventions and Elections
Handbook of Everyday Law
How to Succeed in Politics
Making of the President
Our America Government
Politics and Policies in State and Local Governments
Questions and Answers on American Citizenship
Slums and Suburbs
The U.N. and How it Works
The Waisted Americans
What We Must Know About Communism

2 copies of each title

CONSUMERS, COOPERATIVES ——— 2 copies of each title

Buyer's Guide to Nearly Everthing
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sence
How and Where to Borrow Money
How to Lower Your Food Bills
How to Spend More, Own Less, and Live Better
Sence with Dollars B
Something of Our Own
Vice President in Charge of Revolution

November 23, 1966

Mrs. Marjorie Y. O'Guinn
Librarian
Gardner High School
P. O. Box 296
Strong, Arkansas 71765

Dear Mrs. O'Guinn:

Thank you for your interest in our paperback book project. I will explain it further so that you can see if you have needs which this project could meet.

We are trying to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Could you tell me about your plans for such books and the kinds of students who would use them?

In the meantime, I am enclosing the bibliography we have developed for applicants to use in making their selections. The total number of books selected depends simply on how many a particular program will need. You may order by title or by category, and you may order more than one copy of a book.

I look forward to hearing from you soon, for our project has been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

GARDNER HIGH SCHOOL

PHONE SY 7-7461
STRONG, ARKANSAS

November 18, 1966

Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Sir:

I have been informed that our school may receive free paperback books from you. Will you please let me know how we may qualify for these books.

Thank you very much.

Yours truly,

Mrs. Marjorie Y. O'Guinn

Mrs. Marjorie Y. O'Guinn
Librarian

TO: Mrs. Marjorie Y. O'Guinn
Librarian
Gardner High School
P. O. Box 296
Strong, Arkansas 71765

ORDER:

FOUR copies of every book in every category. (Therefore, four sets of the Basic One Hundred) + 10 more of dictionary

This totals 30~~4~~2 books.

GARDNER HIGH SCHOOL

PHONE SY 7-7461
STRONG, ARKANSAS 71765

November 29, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you so much for giving me the information on your paperback book project. As librarian, I am interested in as many books as we can get. With an enrollment of 600 students, we have 1500 books, and we do not have any available money with which to order any books this year.

In addition to serving as librarian, I have two twelfth grade English classes with many students who are slow readers and a few accelerated students. Because of our limited supply of books, it is very difficult for us to provide reading material for these students. If we could get a collection of books from you, we would use the Teenagers, Adult Leisure Reading, Classics Shelf and Limited Vocabulary editions, and Children's Books with our English classes to encourage reading.

In discussing this project with our principal and other faculty members, I have found that we would find all the books very helpful. We need the Vocational Guidance books for our guidance department, American and Negro history books and Political Education books for our history department, books on the family for the home economics department, and the reference books for all of us.

Any number of books that we can get will be highly appreciated. I will be happy to send you a follow-up report on the response to the books.

Yours truly,

Marjorie Y. O'Guinn

Mrs. Marjorie Y. O'Guinn
Librarian

December 2, 1966

Mrs. Marjorie Y. O'Guinn
Librarian
Gardner High School
P. O. Box 296
Strong, Arkansas 71765

Dear Mrs. O'Guinn:

I was happy to get your letter of November 29, and have sent to the Atlanta News Agency an order for four copies of every book on the list. This totals about 3,000 books. Allow at least three weeks for delivery.

Wishing you success in your various programs, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

September 8, 1966

Mr. Robert L. C. Williams
Director
West Jacksonville Association
for a Better Community
805 Line Street
Jacksonville, Florida 32209

Dear Mr. Williams:

I am now administering the Southern Regional Council's paperback book project and found in our files a letter of July 22, 1966 to you from Nan Pendergrast. We are interested in finding out if you still have a need for books. In case you do, I have enclosed a set of bibliographies that we have developed to make it easier for applicants to select titles. If you have a program that needs such books, you could send us a brief description of how this program will operate and the kinds of people it will serve.

I am looking forward to hearing from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

JOHN H. WHEELER, PRESIDENT
JOSEPHINE WILKINS, VICE-PRESIDENT
RUFUS E. CLEMENT, VICE-PRESIDENT
STEPHEN J. WRIGHT, VICE-PRESIDENT
PAUL R. CHRISTOPHER, VICE-PRESIDENT
RAYMOND M. WHEELER, CHAIRMAN, EXECUTIVE COMMITTEE
JOSEPH HAAS, COUNSEL
PAUL ANTHONY, EXECUTIVE DIRECTOR

Southern Regional Council, Inc.
5 FORSYTH STREET, N. W. ATLANTA, GEORGIA 30303
Atlanta 524-7364

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

July 22, 1966

Mr. Robert L. C. Williams
The West Jacksonville Association For A Better Community
805 Line Street
Jacksonville, Florida 32209

Dear Mr. Williams:

Your letter of June 26th to Al Ulmer has just been referred to me. Please excuse this dilatory reply; somehow the letter bypassed Al Ulmer and was given to Harry DeLung instead. Therefore, Mr. Ulmer saw it for the first time today.

I do not know if you have received the guidelines for the paperback book distribution project. However, before we can consider your project, we need some additional information. For example, what is about the median family income level? How much education has the average adult attained?(It is impossible for us to know what level books to send.) What books do you consider"of value"? I note that you have not requested any novels. Beyond your survey, with what type programs do you plan to "arouse self-initiative leading to self motivation causing mass betterment activities to be the order of the day"? Do I understand correctly that you plan to sell the books that we give you. At what percent of the retail price do you plan to discount the books? For what will the profit from book sales go?

I look forward to receiving more information from you soon. As you know, at this stage the book distribution is an experimental project, and we need more information before we can consider your project.

Yours truly,

Nan Pendergrast

The West Jacksonville Association For A Better Community

A None Profit Civic Oganization

805 Line Street Jacksonville, Florida 32209 Telephone 355-3210 (Area Code 904)

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MRS. WILLIE TASKER
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MRS. CONSTANCE HIXON

June 26, 1966

RS

Mr. Al Ulmer
Southern Regional Council, Inc.
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Mr. Ulmer,

We are very much interested in the book project. And I sincerely believe that it will fit very well as a follow up in our "Community Betterment Survey In Depth" which is to start July 2nd. And we are in high hopes of arousing self initiative leading to self motivation of a people causing mass betterment activities to be the order of the day.

During the survey we plan to encourage persons to read more, such as books of value and the daily newspaper in keeping up with current events.

We intend to distribute these books during our survey follow up in the three community designated area which comprises more than five thousand homes at the suggested price. We will suggest to the family after reading to loan to an interested neighbor, and that one to another, etc.

The books we are more concerned with are as follows:

Negro History..... 75 Practical Math...50.....

Social Science..... 50 Consumer Buying And Marketing..75.

Story Books for children 50

Please consider.

Enclosed is rough copy of our survey form.

Sincerely,

A Community Takes A Giant Step - In Unity I Find Strength To Opportunity

Slums Do Not Make People-People Make Slums

Robert L. C. Williams, Dir.

Robert L. C. Williams

"Community Betterment Survey In Depth"

In hopes of arousing self initiative leading to self motivation of a people causing mass betterment activities to be the order of the day.

Name.....

Are you married now living with your spouse? Yes.....No.....

Head of Household...Yes...No.....

Have you ever been married? Yes...No.....

Highest grade completed.....If college, what course did you take?

What skills have you or any of family been trained? male....Female...Age....

Would you attend an adult educational improvement class if started in your neighborhood?

1. Your present employment and position.....
2. Is your salary over three thousand dollars per Year? Yes.....No.....
3. Do you receive social security, retirement or Welfare assistance?check one
4. Number of other persons working in your household.....
5. Number of children.....School Age....If not in school, why?
6. Age of your children.....Males.....Females.....
7. Number of other dependents and relationship to you.....
8. Are you interested in, and willing to help in community beautification and betterment projects in your neighborhood?;..Yes.....No.
9. Are you buying? Renting?.....If renting, who do you pay rent? Amount.....
10. Do you belong to any church? Are you a member of any social or civic club?
11. Are there any youth social or recreational groups organized in your neighborhood? If so, what kind and their name? If no youth group organized would you like to help get one started?
12. If not a member yourself of any community civic group would you like to join one?
13. Would you like to become a part of and help organize a community credit union in your neighborhood?
14. Are you a registered voter? Do you know any persons in your community who are not registered voters?
15. Do you read books of value? Do you read the daily newspaper in keeping up with current events?
16. How would you term the Juvenile delinquency rate in your neighborhood? Light.....Heavy.....Extreme.....
17. Have you had a typhoid fever shot? When was your last X-ray?
18. Would you like to help a deserving child in your community who definitely need and would appreciate help?
19. Are you satisfied with street and drainage conditions in your neighborhood? Lights, speed/stop signs and overall law enforcement? Comment On....
20. Are you interested in getting weeds in vacant lots and curb side in your neighborhood cut more?
21. If not already, would you sign a petition to help get sidewalks and better streets in your neighborhood?

22. We urge you to keep putting your trash out on pick up days and the trash trucks will pick it up.....

23. When was your house last painted?

24. What is your hourly rate of pay? Number of hours worked per day.....

Survey Worker...Observe house and check:

_____Need Painting _____Need Repairs _____Dirt Street.....

*** ____Broken Windows Broken Screens_____ Broken Steps

Delapidated unoccupied house next door.....Open Field Next Door.....

Weeds cut in open field.....Yes.....No.....
Open ditch in front of house.....Yes....No.....

The purpose of this survey is to cause mass petitions for side walks , better streets.....,, a voter registration drive, the organizing of youth and adult civic groups, know the educational level of area citizens, housing conditions, rate of juvenile delinquency, a skill bank to draw from, health condition, show up ways to save money, set cleanup program in motion, know job possibilities in neighborhood and more understand the needs of the community.

September 16, 1966

Mr. Robert L.C. Williams, Director
West Jacksonville Association
for a Better Community, Inc.
805 Line Street
Jacksonville, Florida 32209

Dear Mr. Williams:

I have received your book order and have sent it to the Atlanta News Agency, which will collect the books and mail them to you. Allow about three weeks (because of books that are not already in stock).

I feel fortunate in having met a man of your abilities. You have won the admiration of all of us here, who send best wishes for the success of each of your efforts.

Sincerely yours,

(Miss) Louise Cole
Paperback Book Project

September 16, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Re: Another book order

To: Mr. Robert L.C. Williams, Director
West Jacksonville Association for a Better Community, Inc.
805 Line Street
Jacksonville, Florida 32209

Order:

See attached book list.

This totals 506 books.

The West Jacksonville Association For A Better Community
A None Profit Civic Oganization INC.
805 Line Street Jacksonville, Florida 32209 Telephone 355-3210 (Area Code 904)

BOARD OF DIRECTORS:
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MRS. WILLIE TASKER
MRS. VERMEL SIMS
MRS. DAISY CHARLESTON
MRS. MINNIE L. PITTS
MRS. CONSTANCE HIXON

September 13, 1966

Miss Louise Cole, Paperback Book Project Director
Southern Regional Council, Inc.
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Miss Cole,

It certainly was very inspirational and very hopeful talking with you a few days ago. And I am sure with your profound interest and sincere dedication the program can not help but succeed.

Already I have begun talking with people about the book reading program. On tomorrow night I will be meeting with a group of young people in the Mixontown area in an effort to organize another youth group. On Friday night I'll be meeting with young people in the Washington Heights area with the same attempt. Next week I'll be meeting with the board of directors and other adult community groups.

The books will be used in this way:

At meetings in different neighborhoods, discuss and stimulate new interest in reading. Here people will request books to read.

At some meetings, current events, a summary of some books, reading portions of some books aloud and the working of some math problems together.

Along with this we are hopeful of sponsoring an essay contest and an oratorical contest along with some debates. I am very hopeful that some stores or other business will donate prizes.

The youth and adult groups that we are successful in organizing will serve as a vehicle of communication along with many other things of vital interest.

The typing books will serve a vital part in our program to teach young

girls (10 to 15) and boys to type in thirty days.

All books are to be loaned. In this way a larger number of persons will benefit from our efforts.

The books I feel will be of more concern are as follows:

A. Teenagers, Adults Leisure Reading

		Number of Copies
a.	Animal Farm	2
b.	Anne Frank: Diary of a Young Girl	3
c.	Batman Books	3
d.	A Bell For Adano	3
e.	Born Free	3
f.	But Not Next Door	1
g.	A Christmas Carol	2
h.	Count of Monte Cristo	2
I.	Cry, the Beloved Country	3
j.	A Day in the Life of President Kennedy	2
k.	Devils Advocate	2
l.	East of Eden	2
m.	Exodus	2
n.	Fall of the House of Usher	2
o.	Fresh and Salt Water Fishing	3
p.	Grapes of Wrath	2
q.	Great American Short Stories	3
r.	Great Expectations	2
s.	How to Draw and Paint	5
t.	I Always wanted to be Somebody	3
u.	The Man Who Never Was	2
v.	McCall's Book of Paper, Wood and Paint Crafts	6
w.	McCall's Make Your Own Decorations and Gifts Book	6

x.	Official Rules of Card Games	3
y.	Pro Football Handbook	2
z.	Romeo and Juliet and West Side Story	3
aa.	Run Silent, Run Deep	3
bb.	The Shook-up Generation	2
cc.	A Single Pebble	2
dd.	Six Great Modern Plays	2
ee.	Stories My Mother Never Told Me	2
ff.	Superman Books	5
gg.	Teen-Age Dance Book	3
hh.	To Kill A Mocking Bird	2
ii.	War of the Worlds	2
jj.	What Then Is Love	2
kk.	Wit's End	2

Total.....98

B. Classics Shelf (The Basic One Hundred)

a.	Entire Set (one unit)	
b.	Golden Trails(2000 word level)	2
c.	The Red Badge of Courage (2000 word level)	2
d.	The Turn of the Screw (2000 word level)	2

Total.....106

C. Children's Books...Leisure

a.	Abe Lincoln Gets His Chance	3
b.	Child's Story of Ancient Days	2
c.	Day with Debbie	3
d.	Donald Duck Book	3
e.	Four Seasons With Suzy	5
f.	Fun With David	5
g.	In The Big City	5
h.	Laugh With Larry	5

i.	Little Gray Mouse and the Train	5
j.	Our Animal Story Books	5
k.	Popeye	5
l.	Question and Answer Book	3
m.	Read-Aloud Funny Stories	5
n.	The Selfish Giant	3
o.	Sunny Days in the City	5
p.	Three Bears and Goldilocks	3
q.	Tip Top Elf Rand McNalley Golden Future Coloring Books	5

Total..... 70

D. Negro History, Culture, Race Relations, ~~Art~~ African History

a.	Entire set of 67	2 sets

Total..... 134

E. History (Mainly American)

a.	The Civil War: A New One Volume History	~~1~~ 2
b.	Great Untold Stories of World War II	~~1~~ 2
c.	Documentary History of the U. S. A.	3
d.	History of the U. S. Since 1945	~~1~~ 2
e.	New History of the United States	2
f.	Our 50 United States	2
g.	Picture History of the Modern World	3
h.	Presidents of the USA: Profiles and Pictures	~~1~~ 3
i.	Secrets of the Past	2
j.	Stories of Modern America	2
k.	A Time to Stand	2
l.	The World of Ancient Man	2
m.	World War II in Pictures	3

Total ..... ~~38~~ 30

F. School Subjects, Skills, Reference Books

a. Art of Being A Successful Student 1

b. Basic Chemistry Self Taught 2

c. Double Your Reading Speed 2

d. Economics in One Lesson 2

e. Help Your Child Succeed in School 2

f. The Human Body 1

g. The Human mind 1

h. Mathematics Tables and how to use them 2

i. New Mathematics Dictionary and Handbook 2

j. New Ways to Greater Word Power 2

k. Penguin Dictionaries (Art, Music, Politics, etc.) 3

l. Rapid Vocabulary Builder 3

m. Satellites, Rockets, and outer Space 3

n. Science Projects Handbook 2

Total..... 28

G. Vocational Guidance

a. Career Guide for Young People 2

b. Opportunities in Recreation and Outdoor Education 1

c. Opportunities in Social Work Careers 1

d. Touch Typing in 10 Lessons 5

Total.....9

H. The Family...Health, Rearing Children, Domestic Skills, Home Repairs

a. Complete Book of Knitting and Crocheting 3

b. Etiquette and Manners 2

c. Family First Aid 1

d. Family Medical Encyclopedia 1

e. First Aid for the Ailing House 1

f. Gardening the Easy Way 1

g. Good Housekeeping Book of Baby and child care 3

h. Home Maintenance: Quick and Easy Guide 2

i. Key to Physical Fitness 1

j. On Life and Sex 1

k. Stop Dieting: Start Losing 3

Total.....19

I. Community Improvement and Political Education

a. ABC's of Community Planning 1

b. ABC's of Urban Renewal 1

c. America Tomorrow, Creating the Great Society 1

d. How to Succeed in Politics 1

e. National Relocation and Housing Guide 1

f. Politics and Policies in State and Local Governments 1

g. Slums and Suburbs 1

h. The Wasted Americans 1

Total.....8

J. Consumers, Cooperatives

a. Buyer's Guide to Nearly Everything 1

b. How to Lower your Food Bills 1

c. Principles of Cooperation 1

d. Something of Our Own 1

Total 4
Grand Total..... ....(506)

I await with the greatest anxiety on your reply and receipt of books.

Thanking you very kindly.

Respectfully yours,
Robert L. C. Williams
Robert L. C. Williams, dir.

The West Jacksonville Association For A Better Community

A None Profit Civic Oganization

805 Line Street Jacksonville, Florida 32209 Telephone 355-3210 (Area Code 904)

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MRS. CONSTANCE HIXON

November 12, 1966

Miss Louise Cole,
Paperback Book Project Director
Southern Regional Council, Inc.
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Miss Cole,

At present, the Greater Jacksonville Economic Office of Opportunity is in the process of rewriting our proposal with an attempt to get it in the proper form for presenting to the Regional Office for approval and funding. We are in high hopes of having the base office in the new community youth center which I worked so hard to get built.

Yes, we have already received the "One Hundred Classics" and one hundred seventy eight other books as pertaining to the reading program. I imagine the 228 book balance will arrive soon. But nevertheless, we are in the ~~xxxxx~~ process of planning an efficient program that will fit very well in our total or overall proposal.

Again, thank you very kindly. Will keep you informed.

Cordially yours,

Robert L. C. Williams

Robert L. C. Williams, dir.

P.S.

Hello to Miss Bresler and others whom we might know.

A Community Takes A Giant Step - In Unity I Find Strength To Opportunity

Slums Do Not Make People-People Make Slums

The West Jacksonville Association For A Better Community

A None Profit Civic Oganization

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MRS. VERMEL SIMS
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MRS. CONSTANCE HIXON

December 15, 1966

Miss Louise Cole
Paperback Book Project
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Miss Cole,

This is to inform you that I have not received the book, "(Lift Every Voice - The Second People's Songbook)" as indicated in your letter of December 6th 1966.

Of course on the other hand, we are doing nicely in our reading project. From time to time, will keep you informed.

Hello to Mr. Ulmer and all others whom we might know.

Respectfully yours,

Robert L. C. Williams

Robert L. C. Williams, dir.

P.S./

Hope you have a Merry Christmas and a most Happy New Year

A Community Takes A Giant Step - In Unity I Find Strength To Opportunity

Slums Do Not Make People-People Make Slums

April 14, 1967

Mr. Robert L. C. Williams
Director
West Jacksonville Association
for a Better Community, Inc.
805 Line Street
Jacksonville, Florida 32209

Dear Mr. Williams:

You should have seen the eyes light up around here when our staff saw your letter and the news story about the library. We are so glad it has worked out so well, and we always enjoy hearing about what you are doing.

Best wishes from everyone,

Better Community Unit Now Has Own Library

By GEORGE HARMON
Journal Assistant City Editor

A West Jacksonville neighborhood has a new library, with paperback books that lean heavily toward volumes on Negro history and job opportunities.

The library is housed in West Friendship Baptist Church, 945 Carrie St.

The books are valued at approximately $2,000 and were provided free of charge to the West Jacksonville Association for a Better Community.

Donor of the books was the Southern Regional Council, headquartered in Atlanta, which provided the Better Community organization's chairman, Robert L. C. Williams, with a list of 5,000 volumes and told him to take his pick of 1,000 books.

Williams and Rev. Richard L. Wilson, pastor of West Friendship Baptist Church, said five teachers who live in the neighborhood have volunteered to set up a card-file system for the books and to operate the library after school hours and at night.

The church already houses a Saturday study hall organized by the Better Community organization, and a basic adult education program that has an enrollment of 25 grownups who meet with a county school-system teacher two nights weekly.

Agreeing with the claim that Negroes don't know enough about their own history, Williams chose several titles on that topic and obtained several copies of each title.

Among the books in this category are several which have been widely read and some which have attained the rank of classics in the field of race relations. They include:

"Crisis in Black and White," "Black Reconstruction in America," The Wasted Americans," "Up From Slavery," "The American Negro," "Home to Harlem," "In White America" and "Before the Mayflower: A History of the Negro in America 1619-1964."

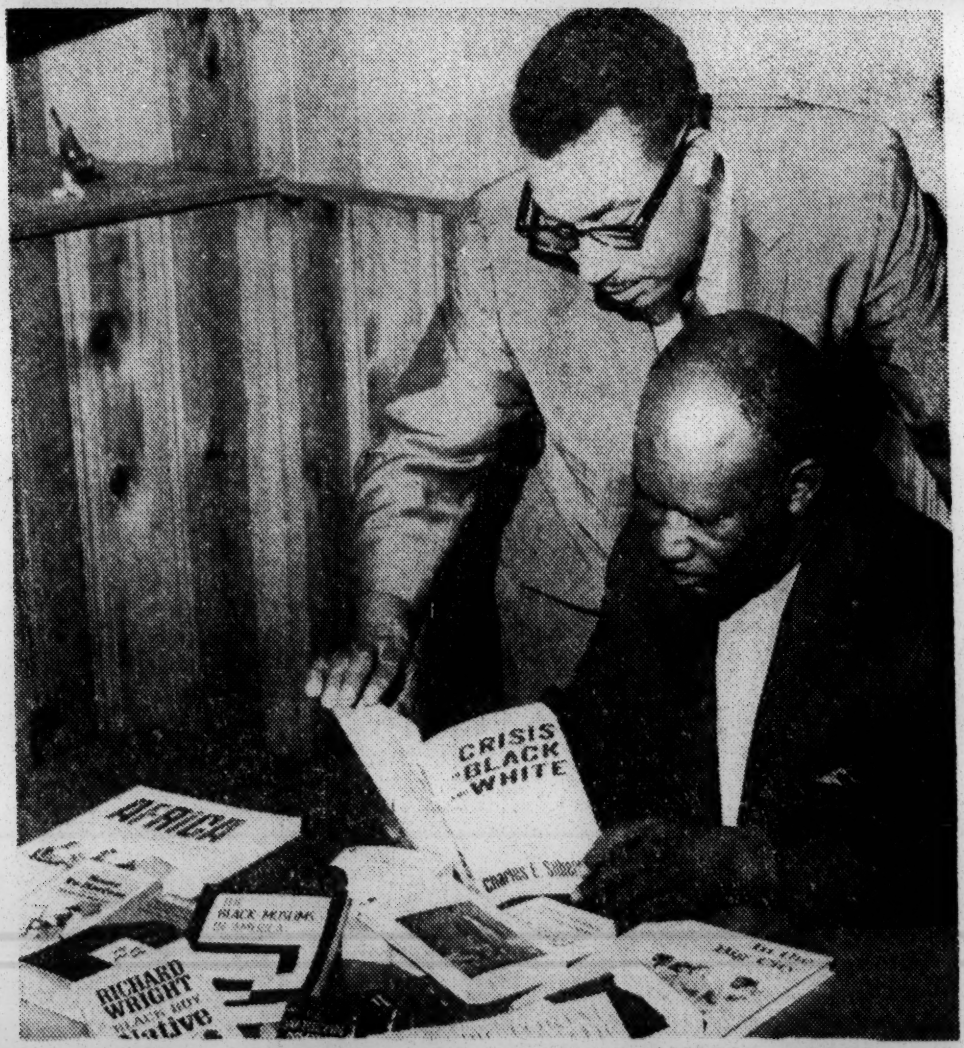
These books on career opportunities, said Williams, are intended to make the neighborhood's Negro children—many of whom are impoverished—aware of the wide range of occupations available in modern society.

Slum children, he said, often have low levels of ambition because the adults they see are often mostly laborers or other persons in lower pay scales.

For that reason, said Williams, children at the Saturday study hall have been studying electronics diagrams and making copies of them.

"I'm not trying to teach them electronics," said Williams, a postman. "I just want them to grow up knowing that there are such things as jobs in electronics."

4



WILSON (STANDING) AND WILLIAMS INSPECT BOOKS

Journal Photo

4-6-67

Robert L. C. Williams, Director
West Jacksonville Association For
A Better Community Inc.
805 Line Street
Jacksonville, Fla. 32209

Miss Louise Cole,
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole,

I am so grateful and appreciative for the books that has been contributed to our neighborhood organization. With this large number of books I have been able to go beyond the normal reading program which was first envisioned. Such as not only to people of color, but some books on Negro History have been loaned to some persons in the white area. This I feel is most important, because so long there has been a vast vacuum of ignorance or rather misunderstanding of the heritage of Black people among ourselves and those we must live with. Likewise, so much of this History has been purposely left out of the public schools.

Yes, it is my sincere conception, that the more white and Black people understand one another, the better Race relations are apt to be.

Enclosed is a news writeup by one of the local interested papers.

In less than thirty days, we should definitely know what action is to be taken as pertaining to budget request being made to OEO Atlanta.

Again, thanking you and all others concerned for everything.

Respectfully yours,

Robert L. C. Williams

Robert L. C. Williams, Dir.

P.S. Something like 900 books received to date.

FLORIDA COUNCIL ON HUMAN RELATIONS

6241 N. W. 17th Avenue Miami, Florida 33147

Phone 691-0220

Executive Director
AUGUST H. VANDEN BOSCHE

Rural Advancement Project
Director
LaVERT TAYLOR
P. O. Box 1874
Tallahassee, Fla. 32304
224-7755

September 9, 1966

Miss Louise Cole

Southern Regional Council
5 Forsyth St. N.W.
Atlanta, Georgia, 30303

Dear Miss Cole:

Enclosed are two proposals for the book distribution project.

One is for the Greater Jacksonville Council with some supporting papers. The other is for the Greater Miami Council which is just at the point of developmentand, thus, not as advanced as the Jacksonville proposal.

Any assistance will be appreciated. If you need further information, please let me know.

Please send us some additional copies of the reading list.

Sincerely,

August H. VandenBosche

August H. VandenBosche
Executive Director

AHV:ag

cc: Ed Stanfield
John Shelley
Mrs. H.F. Williams

Enc:

September 16, 1966

Mr. August H. VandenBosche
Executive Director
Florida Council on Human Relations
6241 N.W. 17th Avenue
Miami, Florida 33147

Dear Mr. VandenBosche:

We were so pleased to get the two proposals for books and thank you for your quick response. I have written Mr. Howard Aslin and Mr. Joe Cuddihy and should have their orders in soon.

I have enclosed five copies of the reading list.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Encs.

September 16, 1966

Mr. Howard C. Aslin
VISTA Volunteer
Wilder Park Neighborhood Center
1237 Lee Street
Jacksonville, Florida

Dear Mr. Aslin:

I have received from Mr. A. H. VandenBosche of the Florida Council on Human Relations a proposal for books for a library to serve the Wilder Park Tutorial and Study Hall Program. The proposal is for all books in these six categories (I assume you mean one copy of each book):

1. Teenagers, Adults Leisure Reading
2. Children's Books--Leisure
3. Negro History, Culture, Race Relations, African History
4. School Subjects, Skills, Reference Books
5. Vocational Guidance
6. Classics Shelf and Limited Vocabulary Editions

We would be happy to send these books and will place your order just as soon as we get a final okay from you. Later we will need a brief follow-up report to learn how the books were used.

Could you also let me know about one other small matter? We are sending books to the West Jacksonville Association for a Better Community, Inc., 805 Line Street, and I assume there is no significant overlap between its program and yours.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

JACKSONVILLE [illegible]
Affiliated with the Florida Council on Human Relations

Telephone:
353-0065

September 8, 1966

Mr. August VandenBosche
Executive Director
Florida Council On Human Relations
6241 N. W. 17th Avenue
Miami, Florida

Dear Augie:

I am inclosing some correspondence and material that will provide background for an official request from us to you for books for a library to be set up within a tutorial and study hall program here in Jacksonville. I believe the books would be available from the resources of the Southern Regional Council.

The essentials of the program are:

It is being run by VISTA volunteer staff in conjunction with local OEO.

It will serve an extreme poverty group within the city which would be Negro children.

There are no funds available to this program from OEO at this time.

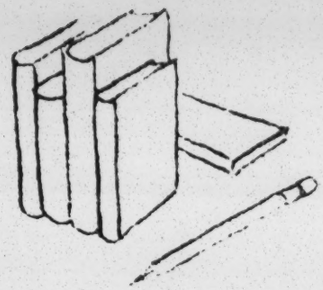
I would feel that approximately 500 books of fiction and non-fiction might serve the purpose. Possibly more if available. Book types would be of those for children from the 1st to the 12th grade inclusive.

Anything you might do to assist would be appreciated.

Faithfully yours,

John E. Shelley

John E. Shelley



STUDY HALL & TUTORING

STARTING DATE : SEPT 6

MONDAY THRU FRIDAY

TIME : 3:00 - 7:00 PM

PLACE : ST. STEPHENS AME CHURCH
5th & DAVIS STREETS

THIS PROGRAM IS FOR ALL CHILDREN (FREE OF CHARGE) THRU THE 12th GRADE.

Hold for additional copies from A. Ross

GREATER JACKSONVILLE ECONOMIC OPPORTUNITY, INC.

P. O. BOX 165 JACKSONVILLE, FLORIDA 32201
2616 MYRTLE AVENUE, NORTH PHONE 355-1495

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COUNTY COMMISSIONER

EXECUTIVE DIRECTOR
W. GORDON BUNCH

August 24, 1966

Mrs. Roberts
Human Relations Council of Greater Jacksonville
303 Market Street
Jacksonville, Florida

Dear Mrs. Roberts

Recently I had a telephone conversation with Mr. Jack Shelley in regards to a Tutorial and Study Hall Program sponsered by Greater Jacksonville Economic Opportunity Inc. at the Wilder Park Neighborhood Center. He suggested that I send information concerning the program to you in hopes this program could use books supplied by the Human Relations Council.

Since this program is in need of volunteers he also suggested that I submit a request for volunteers which would be printed in the "Intercom". Enclosed is a general information sheet of the total program and a short article requesting volunteers.

Thank you very much for your assistance in this matter.

Sincerely,

Howard C. Aslin

Howard C. Aslin
Vista Volunteer
Wilder Park Neighborhood Center
1237 Lee Street
Jacksonville, Florida
phone - 356-7114

WILDER PARK TUTORIAL AND STUDY HALL

September 6th is the opening date of the Wilder Park Tutorial and Study Hall Program. Four thousand square feet of space has been donated by the St. Stephens AME Church located on 5th and Davis Streets. The program is scheduled Monday through Friday from 3:00 in the afternoon to 7:00 in the evening for all students from the 1st to the 12th grades.

The program is composed of three different sections.

a) Study Hall: This is intended for students who need a suitable place for study. This is drastically needed in this area of Jacksonville because the home atmosphere is not conducive to good study habits. The houses are not equipped with a study table or a desk, the lighting is poor, and the noise from brothers and sisters is intolerable.

b) Tutorial: This is intended for children who need help in their school work, the main emphasis being on mathematics and reading. This is the most important section in the total program. The child who is not doing well in school usually has no interest in school. Through tutoring, the interest of the student can be stimulated and the student will make an honest effort to learn. Many children become hopelessly behind in thei school work and then lose all incentive to continue with formal education. The Tutorial will reduce this loss of incentive by stimulation of the child's interests and will help the child catch up with his school studies.

c) Seminars, Discussion Groups, Field Trips: These activities go hand in hand with the Tutorial in that each one will help to stimulate the childrens interests. For example, a child may be taken to a manufacturing plant, and from this one excursion he or she may become interested in a fabrication process or the intricate machinery. Hopefully the child may wish to know more about it, he or she may even read a book which concerns that particular field trip. This is the process of interest stimulation.

The total program should have approximately twenty volunteers who can give the children the attention they so desparately need. Before the end of September a complete library will be assembled at the church for the students convenience.

Hopefully as many as 100 children will use the facilities at the church and will make the program a total success.

Respectfully,

Howard C. Aslin

Howard C. Aslin, State Volunteer
Wilder Park Neighborhood Center

JACKSONVILLE
PROJECT

A PROPOSAL--PAPERBACK BOOK PROJECT

Submitted by: A.H. VandenBosche, Executive Director
Florida Council on Human Relations
6241 N.W. 17th Avenue
Miami, Florida 33147

Purpose: To develop a basic library for a tutorial and study hall program in Jacksonville, Florida, for students from grades 1 through 12.

Sponsoring Groups: The Greater Jacksonville Council on Human Relations would be the sponsors of the library which will serve a tutorial and study hall program sponsored by VISTA volunteer staff members in conjunction with the Greater Jacksonville Economic Opportunity Program, Inc.

Location: The project will be conducted in the Wilder Park Community Center in 4000 square feet donated by the St. Stephen's A.M.E. Church on 5th and Davis Street.

Students Served: The community to be served is an extreme poverty area.

Books requested: All books in the following categories are requested. In the event that it is not possible to fulfill this request in its entirity, the list is in the order of priority listings desired.

1. Teenagers, Adults Leisure Reading
2. Children's Books--Leisure
3. Negro History, Culture, Race Relations, African History
4. School Subjects, Skills, Reference Books
5. Vocational Guidance
6. Classics Shelf and Limited Vocabulary Editions

Note: Funds for this purpose are unavailable from the Office of Economic Opportunity, Inc.

Contact Person:

Howard C. Aslin
VISTA Volunteer
Wilder Park Neighborhood Center
1237 Lee St.
Jacksonville, Florida

September 26, 1966

Mr. Howard C. Aslin
VISTA Volunteer
Wilder Park Neighborhood Center
1237 Lee Street
Jacksonville, Florida

Dear Mr. Aslin:

I have sent in your order for books. Allow about three weeks (because of titles which may not be in stock at the moment).

I don't have on hand an old set of encyclopedias, but you may be able to obtain one from the following address:

Mr. Shawn Boles
Southern Director
Books for Equal Education
416 Marietta Street, N.W.
Atlanta, Georgia 30303

Wishing you success in your program, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

GREATER JACKSONVILLE ECONOMIC OPPORTUNITY, INC.

P. O. BOX 165 JACKSONVILLE, FLORIDA 32201
2616 MYRTLE AVENUE, NORTH PHONE 355-1495

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EXECUTIVE DIRECTOR
W. GORDON BUNCH

Wilder Park Neighborhood Center
1237 Lee Street

September 20, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, North West
Atlanta, Georgia

Dear Miss Cole:

The six categories of books you listed in your letter sound excellent, and I am sure they will be quite helpful in the Study Hall and Tutorial Program. One copy of each book should be quite adequate.

I was wondering if you happen to have on hand an old set of encyclopedias. The students need this desparately.

The Wilder Park Study Hall and Tutorial Program is in no way related to the West Jacksonville Association for a better community.

I, in behalf of the students, would like to express my sincere thanks for the offer of books. Adequate reading materials are drastically needed in the Wilder Park Area.

Sincerely,

Howard C. Aslin

(Mr.) Howard C. Aslin
Vista Volunteer
Wilder Park Neighborhood Center

HCA/mag

To: Mr. Howard C. Aslin
VISTA Volunteer
Wilder Park Neighborhood Center
1237 Lee Street
Jacksonville, Florida

Order:

One copy of every book in the following categories:

1. Teenagers, Adults Leisure Reading
2. Children's Books--Leisure
3. Negro History, Culture, etc.
4. School Subjects, Skills, Reference Books
5. Vocational Guidance
6. Classics Shelf and Limited Vocabulary Editions

This totals 578 books.

GREATER JACKSONVILLE ECONOMIC OPPORTUNITY, INC.

427 OCEAN STREET P. O. BOX 208 JACKSONVILLE, FLORIDA 32201

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COUNTY COMMISSIONER

EXECUTIVE DIRECTOR
W. GORDON BUNCH

November 22, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council
5 Forsyth St. N.W.
Atlanta 3, Georgia

Dear Miss Cole:

I wish to extend my sincerest thanks to you and The Southern Regional Council for the wonderful paperback books we have received. The students will have many years of reading material. Enclosed is the invoice sent with the books from the Atlanta News Agency, Inc.

Thanks to you and Council. The program is moving and with much success.

Sincerely,

Howard Aslin

Howard Aslin
Vista Volunteer
Wilder Park,
Neighborhood Center
1237 Lee Street.
Jacksonville, Florida

HA/ds
Encl(1)

ATLANTA NEWS AGENCY, Inc.

3875 GREEN INDUSTRIAL WAY

PHONE 457-5545

Chamblee, Ga., 10/27/ 19 66

Mr. H.C. Aslin, 1237 Lee St., Jacksonville, Fla.

Name BILL: S.R.C. #

We CHARGE your account as follows:

QUANTITY	DESCRIPTION	RET. PRICE	EXTENSION	
	PAPERBACK BOOKS	@ 35¢		
18	PAPERBACK BOOKS	@ 40¢	7	20
4	PAPERBACK BOOKS	@ 45¢	1	80
41	PAPERBACK BOOKS	@ 50¢	20	50
21	PAPERBACK BOOKS	@ 60¢	12	60
1	PAPERBACK BOOKS 2.25	@ ~~[illegible]~~	2	25
15	PAPERBACK BOOKS	@ 75¢	11	25
1	PAPERBACK BOOKS 3.45	@ ~~[illegible]~~	3	45
1	PAPERBACK BOOKS 2.75	@ ~~[illegible]~~	2	75
8	PAPERBACK BOOKS	@ 95¢	7	60
10	PAPERBACK BOOKS	@ 1.00	10	—
1	PAPERBACK BOOKS	@ 1.25	1	25
1	PAPERBACK BOOKS	@ 1.45	1	45
4		1.50	6	00
1		1.65	1	65
1		1.75	1	75
2		1.95	3	90
1		2.45	2	45
TOTAL PAPERBACK BKS @ RETAIL			97	85
LESS DISCOUNT			19	57
NET TOTAL PAPERBACK BOOKS →			78	28

September 16, 1966

Mr. Joe Cuddihy
VISTA Volunteer
6241 N.W. 17th Avenue
Miami, Florida 33147

Dear Mr. Cuddihy:

I have received from Mr. A. H. VandenBosche of the Florida Council on Human Relations a proposal for books to develop a basic library for a tutorial and study hall program in your area. The proposal is for all books in these six categories (I assume you mean one copy of each book):

1. Teenagers, Adults Leisure Reading
2. Children's Books--Leisure
3. Negro History, Culture, Race Relations, African History
4. School subjects, Skills, Reference Books
5. Vocational Guidance
6. Classics Shelf and Limited Vocabulary Editions

We would be happy to send these books and will place your order just as soon as we get a final okay from you. If you have any more details about how you plan to run the program and get students interested, we would be pleased to know. Later we will need a brief follow-up report to learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

MIAMI
PROJECT

A PROPOSAL--PAPERBACK BOOK PROJECT

Submitted By: A.H. VandenBosche, Executive Director
Florida Council on Human Relations
6241 N.W. 17th Avenue
Miami, Florida 33147

Purpose: To develop a basic library for a tutorial and study hall program in Miami, Florida, for students from grades 1 through 12.

Sponsoring Groups: The Greater Miami Council on Human Relations is the sponsor of a local community project which, at present, is staffed by two VISTA volunteers.

Location: The project will be conducted in an apartment building at N.W. 62nd Street and 17th Ave., Miami, Florida. This building, housing 67 families, is in a low-income ghetto community called Liberty City. The space for the project is at 6243 N.W. 17th Avenue, and is immediately adjacent to the State Office of the Florida Council on Human Relations.

Students Served: All interested students residing in the neighborhood of N.W. 62nd St. and 17th Avenue.

Books Requested: All books in the following categories are requested. In the event that it is not possible to fulfill this request in its entirity, the list is in the order of priority listing desired.

1. Teenagers, Adults Leisure Reading
2. Children's Books--Leisure
3. Negro History, Culture, Race Relations, African History
4. School subjects, Skills, Reference Books
5. Vocational Guidance
6. Classics Shelf and Limited Vocabulary Editions

Contact Person: Joe Cuddihy
VISTA Volunteer
6241 N.W. 17th Avenue
Miami, Florida 33147

FLORIDA COUNCIL ON HUMAN RELATIONS

6241 N. W. 17th Avenue Miami, Florida 33147

Phone 691-0220

Executive Director
AUGUST H. VANDEN BOSCHE

Rural Advancement Project
Director
LaVERT TAYLOR
P. O. Box 1874
Tallahassee, Fla. 32304
224-7755

September 19, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council
5 Forsyth St. N.W.
Atlanta, Georgia, 30303

Dear Miss Cole:

I was most happy to receive your reply to Mr. August VandenBosche's request, on our behalf, for books from your project. I am enclosing a basic outline of our program. These books would be extremely valuable to the students taking part in the program and will be most appreciated by all involved.

We would like, if possible, one(1) copy of each book on the list.

After the program is fully operational, we will be more than glad to send you a follow-up report concerning the impact and the response to the books.

Sincerely,

Joseph Cuddihy
Vista Volunteer

JC:ag

Joseph Cuddihy

A PROPOSAL FOR A STUDY-HALL, TUTORIAL PROGRAM FOR STUDENTS IN, AND AROUND, THE JAMES E. SCOTT COMMUNITY.....

STAFFED BY: Joseph Cuddihy and Robert Moore, VISTA volunteers

DIRECTED BY: Florida Council on Human Relations

A proposed study-hall and tutorial program, for students in the James E. Scott Community, will be staffed by the VISTA volunteers with the aid of volunteers from local colleges and universities. Services will be available for students in grades one through twelve. The location of the project will be 6243 N.W. 17th Ave.

1. STUDY-HALL - Mon. - Fri. , 3 to 7 p.m.

The purpose of the study-hall is to provide an atmosphere conducive to study for the students. Through a request to the Southern Regional Council, we will be able to establish a library of over 900 volumes.

2. TUTORIAL PROGRAM - Mon. - Wed. - Fri. , 3 to 7 p.m.

Assistance with homework, and special help with math and English would be available to the students. This program would run simultaneously with the study-hall, in the same locale.

3. SEMINAR DISCUSSIONS - times to be announced.

Seminar-type discussions, with full participation on the part of the students, and field trips to local educational, industrial, and governmental institutions would be held to further the education of the students.

Classes are expected to begin on Monday, September 26, 1966. There will be no charge for these services.

To: Mr. Joseph Cuddihy
VISTA Volunteer
6241 N.W. 17th Avenue
Miami, Florida 33147

Order:

One copy of every book in the following categories:

1. Teenagers, Adults Leisure Reading
2. Children's Books--Leisure
3. Negro History, Culture, etc.
4. School Subjects, Skills, Reference Books
5. Vocational Guidance
6. Classics Shelf and Limited Vocabulary Editions

This totals 578 books.

cc: Judy Reiman

December 28, 1966

Mrs. Betty Lou Barbieri
Community Resources Director
Economic Opportunity Program, Inc.
395 N.W. First Street--Suite 207
Miami, Florida 33128

Dear Mrs. Barbieri:

Thank you for your letter of December 20. Your programs would be excellent channels for getting paperback books into places where they should be. Unfortunately, within the past few weeks, the news about the project spread so rapidly and the orders began to come in so quickly that we have spent nearly all of the funds available at this time. I regret that for the moment I am having to suspend all further requests.

This paperback book project has been an experimental one, and we have the hope of being able to enlarge it in 1967. I am keeping your request in a special file and want you to know that your interest will help us to show the demand for such books when we ask to renew our grant.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

ECONOMIC OPPORTUNITY PROGRAM, INC.
of Dade County

395 N. W. 1st Street • Suite 207 • Miami, Florida 33128

(Area Code 305)
Phone 377-8601

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Executive Director

December 20, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

Ruth Greenfield has sent me your letter regarding the Southern Regional Council's paperback book project. We would be extremely interested in participating in this vital endeavor.

At the present time, we have libraries in each of our twelve Child Opportunity Centers. We are interested in establishing libraries in our nine Multi-Service Neighborhood Centers, also. Your books would also be a valuable addition to our Tutorial and Cultural Enrichment Programs.

Please advise at your earliest convenience the necessary steps we must take to be eligible for your program.

Sincerely yours,

Betty Lou Barbieri

(Mrs.) Betty Lou Barbieri
Community Resources Director

BLB:mlj

November 14, 1966

Mrs. Arnold Greenfield
752 N.W. 7th Street Road
Miami, Florida

Dear Mrs. Greenfield:

Judy Neiman told me that you might be interested to know about the Southern Regional Council's paperback book project.

We have undertaken this project to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Judy assured me that you would know the kinds of organizations in Miami that might be able to use paperback books. (We are already working with the Florida Council on Human Relations, but we need more leads.)

I enclose the bibliography we have developed for our project. The total number of books selected depends simply on how many a particular program will need.

Please let me know as soon as you can if you can use such books, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Mr. Joseph Cuddihy
Salisbury-Rowan Community Service Council, Inc.
P. O. Box 631
Salisbury, North Carolina 28144

Feb. 7.

Salisbury-Rowan COMMUNITY SERVICE COUNCIL, INC.
P. O. Box 631
SALISBURY, NORTH CAROLINA

OFFICES: A. T. ALLEN SCHOOL
Innes & Long Streets
Telephone 633-6633

phone call Feb. 13 — Miami — write Angie (other VISTA's)
— send remaining to Salisbury.

4198

Mr. Joseph Cuddihy
VISTA
Box 631
Salisbury,N.C.

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HESLIP M. LEE
Executive Director

Miss L. Cole
Paperback Book Project
Atlanta Ga.
Dear Miss Cole:

I am writting in regard to the remainder of the books which you informed me were available for my program. At this time, I am teaching a class of 60 N.Y.C. workers and the books are of the greatest value.

We have tried working with the books in this way. I have required that the students write an ongoing report of the book that they are reading while they are in the process of reading it. This has proved to be better than waiting until the book has been completed because it improves both the reading and writting skills at the same time and lets the reader better understand the story which he is reading.

The books that I have already received are of great value and if possible, I am looking forward to working with the remainder of the books.

Thankyou for your kind consideration and your ongoing help.

Sincerely,

Joe Cuddihy

December 29, 1966

Mr. Joseph Cuddihy
Salisbury-Rowan Community
Service Council, Inc.
P. O. Box 631
Salisbury, North Carolina 28144

Dear Mr. Cuddihy:

Thanks for the news about your move; I didn't know.

How did the books get sent to Salisbury, and which books are in Miami? I'm sure the books will be put to very good use. I just need to know where they have ended up and a few more details about the adult education project.

Best of luck in North Carolina.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Salisbury-Rowan COMMUNITY SERVICE COUNCIL, INC.
P. O. Box 631
SALISBURY, NORTH CAROLINA

OFFICES: A. T. ALLEN SCHOOL
Innes & Long Streets
Telephone 633-6633

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HESLIP M. LEE
Executive Director

Mr Joseph Cuddihy
Box 63]1
1
Salisbury North Carolina

Dear Miss Cole,
As you probably know, I have moved from the VISTA project in Miami to one in Salisbury North Carolina. Yesterday, a shipment of books was sent here to me for use in an adult education project.

I can only say that we were overjoyed to receive the books since there is really a very great need for books of all kinds for this project.

The VISTAs here are direction the education project individually and they are all planning to use the books in there projects.
Thanks very much and you can be sure that the books will be put to very good use.

Sincerely,
Joe Cuddihy

Salisbury Rowan Community Service Council

Salisbury , North Carolina

Would you believe that I don't know how to use a new I.B.M. electric.....as this letter demonstrates

November 21, 1966

Mr. George McMillan
Clark College
240 Chestnut Street
Atlanta, Georgia

Dear Mr. McMillan:

Here is the bibliography we are using for our paperback book project. Your idea sounds good. If you see books you can use, let me know as soon as you can.

Cordially,

(Miss) Louise Cole
Paperback Book Project

Enc.

CLARK COLLEGE
ATLANTA, GEORGIA 30314

GEORGE McMILLAN
Journalist In Residence

December 2, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Miss Cole:

I am pleased to learn that you may be willing to help me enrich my program here with some of your paperback books. I want to tell you first a little about my program. It is designed to encourage and guide young Negroes into the profession of Journalism. It is financed by the Field Foundation and has, as a matter of fact, just been given its grant for a second year of operation. I came here in February, creating a Journalism Workshop, and by the summer had placed twelve students in editorial intern jobs on daily newspapers or in government or public service institutions. I have expanded this Fall. Among other things I am conducting a clinic for the editors of student newspapers in the Atlanta University complex. Taken all together, the programs I conduct now reach something close to 100 students in Clark, Morehouse, Morris Brown and Spelman colleges.

Other of the principle hazards to the success of my program lies in my students lack of reading. I discovered that there are tremendous gaps in what they have read. For obvious reasons my students must read more if they want to enter Journalism successfully, that is why I ask you now for the books I request. For my students these books are not a luxury but an essential tool for the profession that they are about to enter. Thanks very much for your cooperatinn.

Sincerely,

George McMillan

GM/c
Enc.

780

My request is for the following books:

1. I would like two (2) copies each of the books I have checked in your list: "Teenager, Adults, Leisure Reading.

2. I would like five (5) sets of your Basic 100 Clasiic Shelf.

3. I would like two (2) sets of your list, "Negro History, Culture, Race Relations, African History.

4. I would like one set of your History list.

5. I would like ten (10) copies of the Penguin Encyclopedias.

6. I would like one (1) copy of each of the books I have checked "On Community Improvement" book list with hope I might get more copies if I find that they are wuited to my student's needs.

TO: Mr. George McMillan
Journalist in Residence
Clark College
Atlanta, Georgia 30314

ORDER:

See attached book list.

This totals 780 books.

Clark College

SOUTHERN REGIONAL COUNCIL, INC
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
2 Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
2 All Quiet on the Western Front
& so on. All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
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Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
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Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
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Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
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The Train from Katanga
Travels of Marco Polo
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20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

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A Zoo in my Luggage

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5 sets ——— THE BASIC ONE HUNDRED

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The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
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The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
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The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
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David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
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The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
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Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
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(Entire set ordered as a unit)

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Golden Trails (2000 word level)
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Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
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The Anytime Rings
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Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Suzy*
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The Gilead Bomb
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Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
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New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
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Wizard of Oz
Wonderbooks
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Wynken, Blynken & Nod

*1st grade readers with integrated pictures

2 copies each book

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The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

1 Copy each

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Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

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Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
1 each Penguin Dictionaries (Art, Music, Politics, etc.)
10 Penguin Encyclopedia
People and Places
1 Pictorial History of Western Art
1 Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

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The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

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Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
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Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

November 8, 1966

Mr. Ted Carpenter
VISTA Volunteer
44 Delta Place, N.E.,Apt. 8,
Atlanta, Georgia 30307

Dear Ted:

Thank you for sending me a copy of The Exchange. It is most impressive and should help to provide your program with some of the "binding force" that these efforts usually lack.

May I make one contribution in the area of couture? In addition to yellow shirts and red scarves, you should have your minions outfitted in black pants. The resulting color combination would match the stripes on the German flag - a touch that would, no doubt, edify your employer.

Now to business. It has occurred to me that one of our little efforts might be of some assistance to you. We have a Paperback Book Project which supplies student reading material for programs such as yours. The enclosed list will give you a picture of the range of material available.

While my understanding of the workings of the project is imperfect, I believe that your program would qualify to receive one or more copies of any or all of the books listed. If you feel that this would be useful to you, I suggest that you write, call, or come in to see Miss Louise Cole, here at SRC, who is in charge of the Paperback Book Project.

Miss Cole suggests that you act quickly, if you are interested, since her project was funded for a limited period and will not be in operation much longer. However, I understand that all titles are still available in quantity. I don't believe the fact that you're working with whites will be an insuperable obstacle - we're broadminded.

Please keep me informed of your progress and don't hesitate to use SRC as a resource.

Best regards,

William J. Farmar
Project on Crime
and Corrections

cc: Louise Cole

E.O.A. - East Central
Neighborhood Service Center
486 Decatur Street, S.E.
Atlanta, Georgia

November 21, 1966

Mr. William Farmar
Project on Crime
and Corrections
Southern Regional Council, Inc.
5 Forsyth St., N.W.
Atlanta, Georgia

Dear Bill:

I am enclosing your book list with an indication of what books we could use and the number of copies. Needless to say, we are grateful for this chance to expand our meager ligrary. I would like to extend our thanks to you, Miss Cole and the Southern Regional Council for giving us this opportunity.

For your records, these books will join an additional 1,000 books (primarily textbooks and mediocre fiction) that were donated to us by Books for Equal Education. They will be carded and filed by an ex-Peace Corps volunteer who served as a library technician in Brazil. We are at present working on a permanent site for a study center and library in the Fulton Mill Community. Alternate sites are now available if necessary until a permanent center is found.

VISTA volunteers working as community organizers in the Fulton Mill Community will encourage the use of the library by the community students. The community organization, the Citizens' Mutual Club, will encourage its use through its Education Committee composed of local residents and school officials. In addition to informal community use, we will encourage its use by our university student tutors now working in the Fulton Mill - Grant Park community area. We have ordered heavily on those books that would be helpful in the planning and practice of tutorial sessions. Tutors will be planning regular trips with their tutees to the library.

If enough sets of the basic one hundred classics are obtained, we will attempt to set up two of the sets in portable units so the tutors can bring the library to the tutees, or to centers in other areas of the Grant Park community. Plans are now under way to extend the tutorial to a Negro community in the Vine City area. Those tutors and tutees will also be encouraged to use the library.

These books should prove quite valuable to our projects. Thank you again for making them available to us.

Sincerely,

Ted Carpenter

Ted Carpenter
VISTA Volunteer

TO: Mr. Ted Carpenter
VISTA Volunteer
E.O.A.--East Central Neighborhood Service Center
486 Decatur Street, S.E.
Atlanta, Georgia

ORDER:

See attached book list.

This totals 1622 books.

* We are requesting only those books with the number of copies indicated directly to the left. Those books listed but without a number to their left are not requested.

East Central Neighborhood Service Center

TEENAGERS, ADULTS LEISURE READING

ITEMS	TITLE
	Across Five Aprils (Grosset - Tempo)
3	Adventures of Huckleberry Finn
2	Adventure of Robin Hood
2	Adventures of Tom Sawyer
	African Treasury
4	Alice's Adventures in Wonderland and Through the Looking Glass
2	All Quiet on the Western Front
3	All the King's Men
3	An American Tragedy
2	Andersonville (Sig.)
2	Animal Farm
	Anna and Her Daughters
2	Anne Frank: Diary of a Young Girl
	April Morning
2	The Assistant
2	Away All Boats
	Banners at Shenandoah
2	Basketball
3	Batman books
Beany	Beany and the Beckoning Road
	Beasts of Tarzan
2	Beatles in a Hard Day's Night

Items	Title
1	Becky's Island
	The Bedford Incident
1	Behind the Plate
1	A Bell for Adano
	Beverly Hillbillies Book of Country Humor
1	Billy Budd and Typee
	Black Arrow
1	Blackboard Jungle
2	Born Free
	Boy Next Door
	A Boy Ten Feet Tall
3	Brave New World
	Breaking the Bonds
2	Bridges at Toko-Ri
	Buffalo Chief
	Bulfinch's Mythology
	But Not Next Door
1	Call of the Wild; White Fang
	Call Them Heroes. Books 1-4 (Silver-Burdette)
3	Cannery Row
	Casino Royale
3	Catcher in the Rye
3	Chad Hanna
2	Cheaper by the Dozen
	Childhood's End
3	A Christmas Carol

Items	Title
	Chucklebait
	City Boy
1	A Connecticut Yankee in King Arthur's Court
2	Count of Monte Cristo
	Crash Club
1	Cry, the Beloved Country
	Dangerous Summer
1	A Day in the Life of President Kennedy
3	Dennis the Menace books
	Deputy's Revenge
2	Devil's Advocate
	Diamonds are Forever
	Drag Doll
	Earthlight
3	East of Eden
	Easy to Make Gifts
	Elizabeth and the Young Stranger
1	Exodus
2	Fall of the House of Usher
	Family Nobody Wanted
	Fate is the Hunter
	Fighting Angel
	Fighting Marines
	The Fighting Southpaw
2	Folksongs for Funn
2	For Bond Lovers Only
3	For the Love of Peanuts, other Peanuts books (Schulz)

Items	Title
	For Your Eyes Only
1	Fresh and Salt Water Fishing
2	Fury
2	Genghis Khan (Lamb)
3	Georgia Boy
	Glory Be
2	Goldfinger
2	The Good Earth
2	Goodbye, Mr. Chips
4	Grapes of Wrath
3	Great American Short Stories
2	The Great Escape
1	Great Expectations
2	Great Sea Stories
2	Great Tales of Action and Adventure
1	Gus Wilson's Model Garage
2	Harte of the West: 17 Stories by Bret Harte
	His Eye Is on the Sparrow
1	Hobbies for Pleasure and Profit
1	Hot Rod
1	Hot Red Angels
	The Hound of the Baskervilles
1	How to Draw and Paint
	How to Write a Song
1	Humor of J.F.K.
1	Hunchback of Notre Dame

Items	Title
1	Hurry Sundown
	I Always Wanted to Be Somebody
6	Immortal Poems of the English Language
1	The Incredible Journey
2	Inherit the Wind
1	Inn of the Sixth Happiness
1	Invasion: They're Coming
3	Ivanhoe
3	The Jungle Books
3	Kidnapped
3	Kim
3	Kon-Tiki
	Language of Love
	A Lantern in Her Hand
1	Lassie Come-Home
	Laughing Boy
	The Learning Tree
3	Legend of Sleepy Hollow
	My Life as an Indian
	The Light in the Forest
2	Lilies of the Field
	The Living Tide
3	Lord of the Flies
	Lost on Venue
	The Mad Sampler
6	Major American Poets
	Man on a Raft

Items	Title
1	The Man Who Never Was
	The Many Loves of Dobie Gillis
	Mastermind of Mars
3	McCall's Book of Paper, Wood and Paint Crafts
3	McCall's Make Your Own Decorations and Gifts Book
	Member of the Wedding
1	The Miracle Worker
	Mister Fisherman
	Moon Fleet
	The Moon is Down
2	Moonraker
	Moonstone
	The Most Dangerous Game
2	My Ahtonia
1	My Life and Hard Times
	My Lork, What a Morning
	The Mysterious Island
	Mysterious Stranger and Other Stories
3	Nature Crafts
6	New Pocket Anthology of American Verse
3	New Treasury of Folk Songs
	The Night They Burned the Mountain
3	1984
	The 1965 Olympic Guide
	No Time for Sergeants
3	Of Mice and Men

Items	Title
2	Official Rules of Card Games
4	Old Man and the Sea
2	Old Yeller
2	On the Beach
3	The Pearl
1	Pocket Book of Stories - O. Henry
	Popular History of Music
2	Prince and the Pauper
	Prison Nurse
1	Pro Football Handbook
2	Pudd'n Head Wilson
	Quest of the Snow Leopard
1	A Raisin in the Sun
3	The Red Badge of Courage
3	The Red Pony
4	Robinson Crusoe
	Romance of Leonardo Da Vinci
1	Romeo and Juliet and West Side Story
	Run Silent, Run Deep
1	Sartoris
	Scaramouche
2	The Scarlet Letter
	Screwball
	Sea Wolf
	Serpent's Coil
3	Seven Days in May
1	Seventeen

Items	Title
2	Shane
	The Shook-up Generation
	A Single Pebble
6	Six Great Modern Plays
1	Somebody Up There Likes Me
	The Spy Who Loved Me
1	Stories from the Twilight Zone
	Stories My Mother Never Told Me
	The Story Catcher
	Strangest of All
	Street Rod
	Study in Scarlet and Sign of the Four
	Superman books

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Items	Title	Authors
3	Pride and Prejudice	Jane Austen
3	Sense and Sensibility	Jane Austen
3	The Wizard of Oz	L. Frank Baum
3	Jane Eyre	Charlotte Bronte
3	Wuthering Heights	Emily Bronte
3	The Age of Chivalry	Thomas Bulfinch
3	The Age of Fable	Thomas Bulfinch
3	The Way of All Flesh	Samuel Bulter
3	Alice's Adventures in Wonder-land	Lewis Carroll
3	The Moonstone	W. W. Collins
3	Lord Jim	Joseph Conrad
3	The Deerslayer	James F. Cooper
3	The Last of the Mochicans	James F. Cooper
3	The Pathfinder	James F. Cooper
3	The Pioneers	James F. Cooper
3	The Prarie	James F. Cooper
3	The Red Badge of Courage	Stephen Crane
3	Two Years Before the Mast	Richard Henry Dana
3	Pere Goriot	Honore de Balzac
3	Robinson Crusoe	Daniel DeFoe
3	A Christmas Carol	Charles Dickens
3	David Copperfield	Charles Dickens
3	Great Expectations	Charles Dickens

Items	Title	Authors
3	Oliver Twist	Charles Dickens
3	A Tale of Two Cities	Charles Dickens
3	The Mutiny on Board H.M.S. Bounty	William Bligh
3	The Hound of the Baskervilles	A. Conan Doyle
3	Silas Marner	George Eliot
3	The Mill on the Floss	George Eliot
3	The Autobiography of Benjamin Franklin	Benjamin Franklin
3	The Vicar of Wakefield	Oliver Goldsmith
3	The Mayor of Casterbridge	Thomas Hardy
3	The Return of the Native	Thomas Hardy
3	Tess of the D'Urbervilles	Thomas Hardy
3	The Outcasts of Poker Flat	Bret Harte
3	The House of the Seven Gables	Nathaniel Hawthorne
3 3	The Scarlet Letter	Nathaniel Hawthorne
3	Twice-Told Tales	Nathaniel Hawthorne
3	O. Henry, The Four Million and Other Stories	O. Henry
3	The Odyssey	Homer
3	Green Mansions	W. H. Hudson
3	The Legend of Sleepy Hollow	Washington Irving
3	The Ambassadors	Henry James
3	The Story of My Life	Helen Keller
3	Captains Courageious	Rudyard Kipling
3	Kim	Rudyard Kipling

Items	Title	Authors
3	The Call of the Wild	Jack London
3	The Sea Wolf	Jack London
3	White Fang	Jack London
3	Evangeline	Henry W. Longfellow
3	The Prince	Niccolo Machiavelli
3	Moby Dick	Herman Melville
3	Typee	Herman Melville
3	The Scarlet Pimpernel	Baroness Orczy
3	The Oregon Trail	Francis Parkman
3	Edgar Allen Poe, Selection Stories and Poems	Edgar Allan Poe
3	Men of Iron	Howard Pyle
3	Aesop's Fairy Tales	Aesop
3	Ivanhoe	Sir Walter Scott
3	As You Like It	William Shakespeare
3	Julius Caesar	William Shakespeare
3	Macbeth	William Shakespeare
3	The Merchant of Venice	William Shakespeare
3	A Midsummer Night's Dream	William Shakespeare
3	The Tempest	William Shakespeare
3	Twelfth Night	William Shakespeare
3	Frankenstein	George Bernard Shaw
3	The Jungle	Mary Shelley
3	The Black Arrow	Upton Sinclair
3	Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
3	Kidnapped	Reobert L. Stevenson

Items	Title	Authors
3	The Master of Ballantrae	Robert L. Stevenson
3	Treasure Island	Robert L. Stevenson
3	Dracula	Bram Stoker
3	Gulliver's Travels	Jonathan Swift
3	Walden-Eassy on Civil Disobedience	Henry David Thoreau
3	A Connecticut Yankee in King Arhhur's Court	Mark Twain
3	Huckleberry Finn	Mark Twain
3	Life on the Mississippi	Mark Twain
3	The Prince and the Pauper	Mark Twain
3	Tom Sawyer	Mark Twain
3	Around the World in Eighty Days	Jules Verne
3	A Journey to the Center of the Earth	Jules Verne
3	Master of the World	Jules Verne
3	The Mysterious Island	Jules Verne
3	Michael Strogoff	Jules Verne
3	Twenty Thousand Leagues Under the Sea	Jules Verne
3	Robin Hood	E. Charles Vivian
3	Ben Hur	Lew Wallace
3	The First Men in the Moon	H. G. Wells
3	The Food of the Gods	H. G. Wells
3	The Invisible Man-	H. G. Wells
3	The Time Machine	H, G. Wells
3	The War of the World	H. G. Wells
3	Leaves of Grass	Walt Whitman

Items	Title	Authors
3	The Virginian	Owen Wister
- 3	The Picture of Dorian Gray	Oscar Wilde
3	The Swiss Family Robinson	Johann Wyss

LIMITED VOCABULARY- -

6	Billy Budd (1000 word level)
6	Golden Trails (2000 word level)
6	The Red Badge of Courage (2000 word level)
6	The Turn of the Screw (2000 word level)

CHILDRENS BOOKS -- LEISURE

Items	Title
1	Abe Lincoln Gets His Chance
3	The Adventures of Pinocchio
3	Aesop's Fables (Dell)
	Ah Fu: A Chinese River Boy
1	Alice Gets a New Look
	The Anytime Rings
2	Bambi
1	Barney Beagle
2	Black Beauty
	By Myself (I-III)
	Case of the Aluminum Crutch
2	The Cat Book
6	Child's Garden of Verses
2	Child's Story of Ancient Days
	Colors Are Nice
	Coming of Flame
3	Day with Debbie*
1	The Dog Book
1	Donald Duck Book
	The Duck on the Truck
1	The Elephant Book
4	Every Child's First English Color and Learn Book
1	The Fir Tree
1	Fish Book

Items	Title
1	Flame, Son of Silver Cloud
3	Four Seasons with Suzy*
3	Fun with David*
1	Fun with Dots
	The Gilead Bomb
2	Golden Shape Books
1	Happy Children
3	The House that Jack Built
4	Humpty Dumpty Book
1	Hurry Up, Slowpoke
-	I made a Line
3	In the Big City*
4	Jack and the Beanstalk
4	King Who Learned to Smile
3	Laugh with Laffy*
1	Little Gray Mouse and the Train
1	New Girl at Merrywhether
4	Night Before Christmas
4	Our Animal Story Books
4	The Owl and the Pussycat
	Penny Takes the Stage
	People Read (Macmillian--Bank Street Readers)
4	Peter Pan
4	Popeye
2	Question and Answer Book
4	Read-Aloud Funny Stories
1	Robin West: Freshman Nurse

Items	Title
1	Robin West: Nurse's Aide
1	Samax, the Gladiator
	Secret of the Dark Stranger
1	The Selfish Giant
1	Sturdi Contour Books
3	Sunny Days in the City*
	Sunshine Book
	Surprise in the Tree
20	Tip Top Elf Rand McNalley Golden Furture Coloring Books
4	Three Bears and Goldilocks
1	The Tracy Twins in Japan
3	12 Days of Christmas
4	Wizard of Oz
1	Wonderbooks
1	The Wouldbegoods (Penguin-Puffin)
3	Wynken, Blynken & Nod

*1st Grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

Items	Titles
2	The African (Signet)
2	African Hertiage
2	African Independence (Dell)
2	Africa's Freedom
3	American Race Relations Today
2	The Angry Black South
4	Before the Mayflower--History of the Negro in America (1619-1962)
2	Black Boy
1	Black Humor
2	Black Like Me
2	Black Metropolis
3	Black Muslims in America
3	Black Nationalism
	Black Treasure (Barlow, Tempo)
1	Nut Not Next Door
1	Cool World
6	Crisis in Black and White
3	Essays on the History of the American Negro
3	Fight for Freedom: Story of NAAEP
3	The Fire Next Time
	Fire-Bell in the Night
	For Human Beings Only
3	Freedon Summer
3	From the Back of the Bus
2	Georgraph of African Affairs

Items	Titles
3	Go Tell It on the Mountain
1	A Handbook of African Affairs
2	Home to Harlem
	I Always Wanted to Be Somebody
3	Inside the Ku Klux Klan
4	In White America
3	Invisible Man
3	Lift Every Voice: the Lives of Booker T. Washington, W.E.B. DuBois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
2	Mind of the South
2	Mississippi: the Closed Society (Harvest)
2	The Movement (Hansberry)
2	Mr. Kennedy and the Negroes
3	Native Son
2	The Negro in the Making of America
2	Negro in the United States: A Brief History
1	Negro Question
2	The Negro Revolt
3	Negro Tody
3	Nigger
3	Nobody Knows My Name
3	Notes of a Native Son
1	On Being Negro in America
1	Portrait of a Decade
1	Race and Nationality in American Life
1	Roosevelt Grady

Items	Titles
1	Sex and Racism in America
1	Souls of Black Folk
4	The South and the Southerner
1	South Town
1	Southern Temper
3	The Story of Jazz
3	Strange Career of Jim Crow
1	The Strength of Love
2	Stride Toward Freedom
1	This is My Country Too
1	The Troublesome Presence
3	Up From Slavery
8	We Shall Overcome (Dell)
1	When the Word is Given
1	Who Speaks for the Negro
3	Why We Can't Wait
6	Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Items	Titles
2	Abraham Lincoln (Charnwood)
3	Age of Jackson (Ment.)
2	The Age of Napoleon
2	America and Its Presidents
2	America as a Civilization
1	America in Perspective
2	American Labor (Pelling. U of Chicago)
2	The American Scene: 1600-1890)
1	Americans All: Story of our Latin American Neighbors
2	Ark of Empire: American Frontier, 1784-1803
3	Autobiography of Benjamin Franklin
2	Autobiography of Will Rogers
1	Background to Viet Nam
2	Banners at Shenandoah
2	The Big Change: America Transforms Itself, 1900-1950
2	Book About American History
2	Brief History of the U.S.
1	China: the Country Americans Are not Allowed to Know
3	Christopher Columbus, Mariner
	Cimarron
2	Citizen Tom Paine
3	The Civil War: A New One Volume History (Mentor)
2	Combat: War with Germany
2	Combat: War with Japan

Items	Titles
2	Day Lincoln Was Shot
2	Day of Infamy
1	Socumentary History of the U.S.A. (Heffner)
1	Eight Courageious Americans
1	The Final Challenge: the American Frontier (1804-1845)
3	Franklin D. Roosevelt and the Age of Action
3	George Washington (Mentor)
1	The Good Years (1900-1914)
2	The Great Adventure: America in the First World War
1	The Great Dissenters
1	Great Untold Stories of World War II
	Here to Stay
2	Hiroshima
2	A History of Russia
3	History of the U.S. Since 1945
3	Hitler, A Study in Tyranny
1	Hoofbeats of Destiny: Story of the Pony Express
3	How and Why Wonder Book of the American Revolution
2	If the South Had Won the Civil War
	Indian-Fighting Army
1	Indians of the Americas
2	Inside Europe Today
1	The Last Days of Hitler
	Letters from an American Farmer and Sketches of 18th Century America

Items	Titles
2	Life on the Mississippi (Twain)
1	Main Street, U.S.S.R.
1	Nation Divided
1	The New Asia
1	New History of the United States
1	A Night to Remember
1	The 19th Century World
1	The Octopus
2	Only Yesterday
1	Our 50 United States
1	Paul Revere and the World He Lived In (Sentry)
1	Peking and Moscow
3	Picture History of the Modern World
1	A Pocket History of the United States
31	President of the USA: Profiles and Pictures
1	Rebels and Redcoats
2	Roughing It
	Secrets of the Past
1	Sink the Bismarck
3	Stillness at Appomattox
1	Stories of Modern America
1	They Discovered America
2	Thomas Jefferson
1	A Time to Stand
	The Wall
	When the Legends Die

Items	Titles
1	Wonders of the World
3	Woodrow Wilson and the New America
2	The World of Ancient Man
3	World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Items	Titles
1	Art of Being a Successful Student
4	Basic Algebra Self Taught
4	Basic Biology Self Taught
4	Basic Chemistry Self Taught
4	Basic Facts of Human Heredity
6	The Body in Action
4	Books that Changed the World
2	Butterflies and Moths
6	College Scholarships and Loans: Who Gets Them--How and Why
6	Complete Handbook of Better English
4	Computers: the Machines We Think With (Dell)
4	Darwin and the Modern World View
4	Double Your Reading Speed
4	Economics in One Lesson
4	Electronics for Everyone
4	Engineering
4	English for Everyone
4	English Through Pictures, Book 1 and 2
1	Everglades National Park
4	Everyday Arithmetic Self Taught
4	Exploration of Space
6	First Workbook of English
2	Slowers
2	Fossils

Items	Titles
6	Fun with Words, Grade 1, 2, and 3
6	Fun with Words and Pictures
6	Getting Ready to Read
6	Grade One Practice Workbook Reading
6	Grammer Self-Taught
2	Great Inventions
2	Growing Plants
4	Help Your Child Succeed in School
2	Heredity, Race, and Society
6	How and Why Wonder Book of Beginning Science
6	How and Why Wonder Book of Our Earth
4	How Much Is a College Degree Worth To You
2	How the Great Religions Began
6	How to Become a Better Reader
4	How to Get Higher Marks in School
6	How to Prepare for College
6	How to Study
6	How to Study Better and Get Higher Marks
6	The Human Body
6	The Human Mind (Curtis Co.)
4	Ideas of the Great Economists
6	Little Book of Stars
2	Machines that Build America
6	Mammals
6	Man in Flight

Items	Titles
6	Math, Grade 1, 2, 3, 4
6	Mathematics in Everyday Things
6	Mathematics Tables and How to Use Them
6	New American Guide to Colleges
10	New Anerican Webster Handy College Dictionary
10	New Hammond World Atlas
6	The New Mathematics Dictionary and Handbook
6	New Ways to Greater Word Power
6	Number Fun
2	Pacific Northwest
2	Parent's Guide to Children's Reading
6	Penguin Dictionaries (Art, Music, Politics, etc)
6	Penguin Encyclopedia
2	People and Places
4	Pictorial History of Western Art
4	Picture History of Painting
4	Rapid Vocabulary Builder
2	Reptiles and Amphibians
2	Sailing
4	Satellites, Rockets, and Outer Space
6	Science Projects Handbook
6	The Sea Around Us
2	Sea Shells
2	Seashores
4	Shortcuts to Effective English

Items	Titles
2	Southwest
4	Stop, Look, and Write
6	The Strange Story of Our Earth
4	30 Days to a More Powerful Vocabulary
6	3-in-1 Workbook, Gradel and 2
2	Trees
5	20 Steps to Perfect Spelling
6	Walt Disney Story of Our Friend the Atom
4	Weather
4	Words Most Often Misspelled and Mispronounced
2	You and Your Senses
4	Zoology

VOCATIONAL GUIDANCE

Items	Titles
1	The Bantam Book of Correct Letter Writing
6	Career Guide for Young People
2	The Delso Sisters, Beauticians*
4	From High School to a Job
2	How to Be an Effective Secretary
2	How to Become a Government Girl
4	How to Land the Job You Want
2	John Leveron, Auto Mechanic*
2	Marie Perrone, Practical Nurse*
2	The Millers and Willie B.; Butcher, Baker, Chef*
4	1001 New Job Opportunities
4	1001 Top Jobs for High School Graduates
1	Opportunities in Agricultural Engineering
1	Opportunities in Free Lance Writing
4	Opportunities in Machine Shop Trades
4	Opportunities in Office Occupations
	Opportunities in Pharmacy Careers
4	Opportunities in Recreation and Outdoor Education
4	Opportunities in Social Work Careers
4	Opportunities in Teaching Careers
2	Six Ways to Get a Job
2	So You Want to Be a Doctor

Items	Titles
2	So You Want to Be a Lawyer
2	So You Want to Be a Nurse
2	Television as a Career
4	Touch Typing in 10 Lessons
2	Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965

More books to be added

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Items	Titles
	Accident Handbook
4	All New Fannie Farmer's Boston Cooking School Cook Book
2	Ann Landers Talks to Teenagers About Sex
4	Ann Pillsbury's Baking Book
	Be Happier, Be Healthier
2	Becoming Parents
2	Better Homes and Gardenm Baby Book
	Betty Bissell Book of Home Cleaning
2	Bulky Knitting
	Calories, Vitamins, and Common Sense
2	Children's Kitting
2	Complete Book of Knitting and Crocheting
2	Complete Guide to Home Sewing
2	Comkbook for Beginners
	Drink, Eat, and Be Thin
	Encyclopedia of Clothes Care
	Etiquette and Manners
	Explaining Life to a Child (Dell)
2	Facts of Life and Lo e for Teenagers
2	Facts of Love and Marriage for Young People
1	Family First Aid
2	Family Legal Adviser
2	Family Medical Encyclopedia

Items=	Titles
2	Fannie Farmer Junior Cook Book
	Fathers Are Parents, Too
	First Aid for the Ailing House
1	Gardening the Easy Way
2	Good Housekeeping Book of Baby and Child Care
1	The Handy Book of Gardening
	Heloise's Housekeeping Hints
1	Home Maintenance: Quick and Easy Guide
	Household Encyclopedia
	Householder's Manual
	How to Clean Everything
1	The I Never Cooked Before Cookbook
2	Infant Care (Lancer Books)
	Instant Household Tricks
	Instant Kitchen Tricks
1	Key to Physical Fitness
2	McCall's Easy Sewing Book
2	New Handbook of Modern Birth Control
2	New Ways in Sex Education
	Nutrition in a Nutshell
	On Life and Sex
	1001 Questions and Answers from the Family Handy-Man
	The Painless Way to Stop Smoking
2	Planned Parenthood

Items	Titles
2	Pocket Book of Baby and Child Care (Spock)
2	Pregnancy and Birth
	Premarital Dating Behavior
	Protecting Yourself and Family
1	Sewing: New Ways, New Tools
2	Sex and the Adolescent
2	So You're Going to Be Married
6	Social Security and Medicare (Dell)
	Stop Dieting: Start Losing
	Tell Me, Doctor
	To Goof or Not to Goof
	The Vanishing Adolescent
	Your Adolescent at Home and in School
2	Your Complete Home Medical Reference Book
	Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

Items	Titles
4	ABC's of Community Planning (Sears)
4	ABC's of Urban Renewal (Sears)
2	America Tommorrow, Creating the Great Society
4	Basic Facts of American Government
4	Conventions and Elections: 1964 (Dell)
4	Democracy in America (Mentor)
4	Democratic Way of Life
4	Federalist Papers
4	Handbook of Everyday Law
4	Handbook of Practical Political (Henry Holt & Co)
2	How to Succeed in Politica
4	Living U.S. Constitution
4	Making of the President
4	A Manual for Direct Action (Quadrangle Books)
6	National Relocation and Housing Guide
4	Our American Government
4	Parties and Politics in America
2	The Peace Corps (Kittler)
4	Politics and Policies in State and Local Governments (Prentice-Hall)
4	Questions and Answers on American Citizenship
2	Report of the Country Chairman
6	Slums and Suburbs

Items	Titles
6	The U.N. and How It Works
6	U. S. Political System and How It Works
2	The Wasted Americans
2	What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Items	Titles
3	Buyer's Guide to Nearly Everything
3	Consumer's Guide to Better Buying
	Family Handbook of Dollars and Sense
3	How and Where to Borrow Money
3	How to Borrow Money
	How to Get More for Your Money
3	How to Lower Your Food Bills
	How to Spend More, Owe Less, and Live Better
3	Principles of Cooperation (Bogardus, Cooperative League of USA)
	Sense with Dollars
	Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
	Vice President in Charge of Revolution (McGraw Hill)

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

9/7/66

Miss Louise Cole
SRC.
5 Forsyth
Atlanta Georgia

Dear Miss Cole:

Here, without delay or fanfare, is the essence of our Upward Bound program's thrust in books/reading.

I hope we qualify. Your project is almost unbelievable!

Sincerely,

Jon Becker
Project Director

EMORY UNIVERSITY
ATLANTA, GEORGIA 30322

Upward Bound Program

September 8, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, NW
Atlanta, Georgia 30303

Dear Miss Cole:

With unquenchable optimism about SRC's reception of our proposal, I am sending along our book "order." I hope that by using your bibliography as a sort of order form I will simplify the mechanics of the whole thing.

When we talked on Wednesday, we came up with a figure of about 500 books. I think that we get pretty close to that with the following:

1. Teenagers, Adults Leisure Reading.....all
2. Negro History, Culture, Race Relations, etc.....all
3. History (mainly American).....all
4. School Subjects, Skills, Reference Books.....all, less those lined off.
5. Vocational Guidance.....all
6. The Family, etc.....the 20 checked in red
7. Community Improvement, etc.....all

Of course we would like to include the Basic One Hundred, as many of the kids will be getting at these works in school; however, I don't want to crowd my luck! Our program will grow, of course, to from 80 to 100 next summer and school year, and to from 100 to 150 the following summer. But please use your discretion on the addition of the Basic One Hundred to the seven categories I listed above; if we can get them, it will be a terrific acquisition. If not--well, your initial generosity is overwhelming, so who could complain?

Thanks ever so much for everything.

Sincerely,

Lou Becker

Louis D. Becker
Program Director

As I look back over this last ¶ about the size of the program, it seems incomprehensible to me! What I meant to say is that we will have between 80 + 100 kids next summer & school year, and between 100-150 the next summer. Better?

LDB

#1. To: Mr. Louis D. Becker
Program Director
Upward Bound Program
Emory University
Atlanta, Georgia 30322

Order:

Teenagers, adults leisure reading------one of every book

Negro history, culture, etc.----------one of every book

History (mainly American)----------one of every book

School subjects, skills, reference books--one of every book except those lined off

Vocational guidance----------one of every book

The Family, etc.----------one of each checked in red

Community improvement, etc.----------one of every book

The Basic One Hundred----------one set

This totals 621 books.

READING AND THE EMORY UPWARD BOUND PROGRAM

The Emory Upward Bound Program is both a residential summer and a school-year follow-up program. During the past summer 50 rising juniors from the 5-county metropolitan Atlanta area lived on the Emory campus for 6 weeks. They were exposed to academic classes in English, mathematics, and history as well as to a variety of "special interest" activities such as photography, athletics, art, reading, music, and computer building. In addition, the students attended plays, concerts, and exhibits, and visited points of interest in Georgia and Alabama. Next summer these 50, plus 30 to 50 new students, will be with us for 8 weeks.

Our school-year program is two-dimensional: the students will come to the Emory campus one Saturday per month (two Saturdays, if our request for supplemental money is approved). On these Saturdays we will have visiting speakers, films, and representatives from colleges and occupational areas. We are planning to attend a series of 4 plays, also, around which will be built reading activities. Also, we are setting up groups in the schools from which the students come in which a number of things might happen: these might be easy-going discussions of almost anything under the sun; they might polarize around reading the kids are doing (and the plays they will see or have seen); they might be tutorial, concentrating on the students' current subject matter. The possibilities are numerous.

We have hoped to create 2 "programs" in reading. One would be a reading room-library in each of the 2 dormitories used next summer. Hopefully, we would have several-hundred books, covering a variety of fields, which the students might borrow at will. In fact, "borrow" is a term to be applied very loosely here, as we would expect a youngster to hang on to a book that really turned him on.

In addition, we would want to provide the students with books which are unquestionably their own. This has worked particularly well when books are used in English units, for example, in a classroom setting. The student has his own book; he is encouraged to annotate and underline. When the Upward Bound session is over, he takes his books home with him. In most cases, these are the first books the youngsters have ever owned.

We are also encountering the problem of books being assigned in the high schools which are not available in sufficient library copies and which our students cannot afford to buy, even in paperback. Most of these books would be the kind we would have available in our Upward Bound "library." We are also considering a "Paperback of the Month" arrangement, by which books would be sent out to individual students - or maybe to groups in a school - which might form the basis of discussion groups. Thus, both in the summer and in the school-year segment of the Emory program, the need for many and varied books available to the students is great. The option of coming in, browsing, and selecting at will is an experience most have never, or seldom, had.

The greater the number of choices, the more likely we are to touch each youngster with some sort of reading matter.

Emory Upward Bound (partial list)

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
~~English Through Pictures, Books 1 and 2~~
Everglades National Park
~~Everyday Arithmetic Self Taught~~
Exploration of Space
~~First Workbook of English~~
Flowers
Fossils
~~Fun with Words, Grade 1, 2, and 3~~
~~Fun with Words and Pictures~~
~~Getting Ready to Read~~
~~Grade One Practice Workbook Reading~~
Grammar Self-Taught
Great Inventions
Growing Plants
~~Help Your Child Succeed in School~~
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
~~Math, Grade 1, 2, 3, 4~~
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
~~Parent's Guide to Children's Reading~~
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
~~3-In-1-Workbook, Grade 1 and 2~~
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

~~Accident Handbook~~
~~All New Fannie Farmer's Boston Cooking School Cook Book~~
Ann Landers Talks to Teenagers About Sex
~~Ann Pillsbury's Baking Book~~
The Art of Dating
~~Be Happier, Be Healthier~~
~~Becoming Parents~~
~~Better Homes and Gardens Baby Book~~
~~Betty Bissell Book of Home Cleaning~~
Bulky Knitting
~~Calories, Vitamins, and Common Sense~~
~~Children's Knitting~~
Complete Book of Knitting and Crocheting
~~Complete Guide to Home Sewing~~
~~Cookbook for Beginners~~
~~Drink, Eat, and Be Thin~~
Encyclopedia of Clothes Care
Etiquette and Manners
~~Explaining Life to a Child (Dell)~~
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
~~Family First Aid~~
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
~~Key to Physical Fitness~~
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
~~Nutrition in a Nutshell~~
On Life and Sex
~~1001 Questions and Answers from the Family Handyman~~
~~The Painless Way to Stop Smoking~~
Planned Parenthood
~~Pocket Book of Baby and Child Care (Spock)~~
Pregnancy and Birth
Premarital Dating Behavior
~~Protecting Yourself and Family~~
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
~~Social Security and Medicare (Dell)~~
~~Stop Dieting: Start Losing~~
~~Tell Me, Doctor~~
~~To Goof or Not to Goof~~
The Vanishing Adolescent
Your Adolescent at Home and in School
~~Your Complete Home Medical Reference Book~~
~~Your Happiest Years~~

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

COUNCIL ON HUMAN RELATIONS
OF
GREATER ATLANTA, INC.
5 FORSYTH STREET, N. W.
ATLANTA, GEORGIA 30303
TELEPHONE 523-1581

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DR. JON JOHNSTON
TREASURER

MRS. ELIZA PASCHALL
EXECUTIVE DIRECTOR

Dec. 12, 1966

To: Miss Louise Coles, Southern Regional Council

From: Eliza Paschall EP

Re: Books for Fulton County Jail

This will confirm our conversation, that Mr. C. W. Smithwick, the ~~Wax~~ Chief Jailer at the Fulton County Jail, 1135 Jefferson St., N W., says they will be very glad to receive the set of books. He seemed to think there was no~~t~~ limit to the number they could use, and he said they would have room to keep one copy of each and let the prisoners check them out. He will assign one person to have charge of the books and said they would be willing to make some simple reports to show the use of the books, etc..

I told him that it would be about 3 weeks before he should expect to receive them. If this is not corect, will you plase notify me or notify Mr. Smithwick directly.

copy to Mr. Smithwick

TO: Mr. C. W. Smithwick
Chief Jailer
Fulton County Jail
1135 Jefferson Street, N.W.
Atlanta, Georgia

876-8262

ORDER:

See attached book list.

This totals 750 books.

Fulton County Jail

SOUTHERN REGIONAL COUNCIL, INC
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

1-Across Five Aprils (Grosset-Tempo)
1-Adventures of Huckleberry Finn
1-Adventure of Robin Hood
1-Adventures of Tom Sawyer
1-African Treasury
1-Alice's Adventures in Wonderland and Through the Looking Glass
2-All Quiet on the Western Front
2-All the King's Men
1-An American Tragedy
1-Andersonville (Sig.)
1-Animal Farm
1-Anna and Her Daughters
2-Anne Frank: Diary of a Young Girl
1-April Morning
1-The Assistant
2-Away All Boats

1-Banners at Shenandoah
2-Basketball
1-Batman books
1-Beany and the Beckoning Road
1-Beasts of Tarzan
2-Beatles in a Hard Day's Night
1-Becky's Island
1-The Bedford Incident
2-Behind the Plate
1-A Bell for Adano
1-Beverly Hillbillies Book of Country Humor
1-Billy Budd and Typee
1-Black Arrow
2-Blackboard Jungle
1-Born Free
1-Boy Next Door
1-A Boy Ten Feet Tall
1-Brave New World
1-Breaking the Bonds
1-Bridges at Toko-Ri
1-Buffalo Chief
1-Bulfinch's Mythology
1-But Not Next Door

1-Call of the Wild; White Fang
1-Call Them Heroes, Books 1-4 (Silver-Burdette)
2-Cannery Row
1-Casino Royale
1-Catcher in the Rye
1-Chad Hanna
1-Cheaper by the Dozen
1-Childhood's End
1-A Christmas Carol
1-Chucklebait
1-City Boy
1-A Connecticut Yankee in King Arthur's Court
1-Count of Monte Cristo
2-Crash Club
1-Cry, the Beloved Country

1-Dangerous Summer
1-A Day in the Life of President Kennedy
1-Dennis the Menace books
1-Deputy's Revenge
1-Devil's Advocate
1-Diamonds are Forever
2-Drag Doll

1-Earthlight
2-East of Eden
2-Easy to Make Gifts
1-Elizabeth and the Young Stranger
1-Exodus

1-Fall of the House of Usher

1-Family Nobody Wanted
1-Fate is the Hunter
2-Fighting Angel
2-Fighting Marines
2-The Fighting Southpaw
2-Folksongs for Fun
1-For Bond Lovers Only
1-For the Love of Peanuts, other Peanuts books (Schulz)
1-For Your Eyes Only
1-Fresh and Salt Water Fishing
1-Fury

1-Genghis Khan (Lamb)
2-Georgia Boy
1-Glory Be!
1-Goldfinger
1-The Good Earth
1-Goodbye, Mr. Chips
1-Grapes of Wrath
2-Great American Short Stories
2-The Great Escape
1-Great Expectations
1-Great Sea Stories
2-Great Tales of Action and Adventure
1-Gus Wilson's Model Garage

1-Harte of the West: 17 Stories by Bret Harte
1-His Eye is on the Sparrow
2-Hobbies for Pleasure and Profit
2-Hot Rod
1-Hot Rod Angels
1-The Hound of the Baskervilles
2-How to Draw and Paint
2-How to Write a Song
1-Humor of J.F.K.
1-Hunchback of Notre Dame
1-Hurry Sundown

2-I Always Wanted to Be Somebody
1-Immortal Poems of the English Language
2-The Incredible Journey
1-Inherit the Wind
1-Inn of the Sixth Happiness
2-Invasion: They're Coming
1-Ivanhoe

1-The Jungle Books

1-Kidnapped
1-Kim
1-Kon-Tiki

1-Language of Love
1-A Lantern in Her Hand
1-Lassie Come-Home
1-Laughing Boy
1-The Learning Tree
1-Legend of Sleepy Hollow
1-My Life as an Indian
1-The Light in the Forest
2-Lilies of the Field
1-The Living Tide
1-Lord of the Flies
1-Lost on Venus

1-The Mad Sampler
1-Major American Poets
1-Man on a Raft
1-The Man Who Never Was
1-The Many Loves of Dobie Gillis

1- Mastermind of Mars
1- McCall's Book of Paper, Wood and Paint Crafts
1- McCall's Make Your Own Decorations and Gifts Book
1- Member of the Wedding
1- The Miracle Worker
1- Mister Fisherman
1- Moon Fleet
1- The Moon is Down
1- Moonraker
1- Moonstone
1- The Most Dangerous Game
1- My Antonia
2- My Life and Hard Times
1- My Lord, What a Morning
1- The Mysterious Island
2- Mysterious Stranger and Other Stories

1- Nature Crafts
1- New Pocket Anthology of American Verse
1- New Treasury of Folk Songs
2- The Night They Burned the Mountain
1- 1984
1- The 1965 Olympic Guide
1- No Time for Sergeants

1- Of Mice and Men
1- Official Rules of Card Games
1- Old Man and the Sea
1- Old Yeller
1- On the Beach

1- The Pearl
1- Pocket Book of Stories - O. Henry
1- Popular History of Music
1- Prince and the Pauper
1- Prison Nurse
1- Pro Football Handbook
1- Pudd'nHead Wilson

1- Quest of the Snow Leopard

2- A Raisin in the Sun
1- The Red Badge of Courage
1- The Red Pony
1- Robinson Crusoe
1- Romance of Leonardo Da Vinci
1- Romeo and Juliet and West Side Story
1- Run Silent, Run Deep

1- Sartoris
1- Scaramouche
1- The Scarlet Letter
1- Screwball
1- Sea Wolf
1- Serpent's Coil
1- Seven Days in May
1- Seventeen
1- Shane
1- The Shook-up Generation
1- A Single Pebble
1- Six Great Modern Plays
1- Somebody Up There Likes Me
1- The Spy Who Loved Me
1- Stories from the Twilight Zone
1- Stories My Mother Never Told Me
1- The Story Catcher
1- Strangest of All
1- Street Rod
1- Study in Scarlet and Sign of the Four
1- Superman books

2-Sweet Thursday
1-Swiss Family Robinson

2-Tales of the Incredible
2-Tales of Terror and Suspense
1-Teahouse of the August Moon
1-Teen-Age Dance Book'
1-Teensville, USA
2-Ten Modern American Short Stories
1-Three Comedies of American Life
1-Thunderball
1-Time is the Simplest Thing
1-The Time Machine
1-The Time of Her Life
1-To Kill a Mockingbird
1-Tobacco Road
2-Tortilla Flat
1-The Train from Katanga
1-Travels of Marco Polo
1-Treasure Island
2-The Tunnel Escape
1-20,000 Leagues Under the Sea
1-Two Years Before the Mast

1-Vietnam Diary
2-Von Ryan's Express

1-The Wanderer
1-War Beneath the Sea
1-War of the Worlds
1-What Then Is Love
1-Where's Annie?
1-Wit's End

1-You Only Live Twice

1-A Zoo in my Luggage

-..

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

1 set ——— THE BASIC ONE HUNDRED (over)

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mohicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arthur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY

5-Billy Budd (1000 word level)
5-Golden Trails (2000 word level)
5-The Red Badge of Courage (2000 word level)
5-The Turn of the Screw (2000 word level)

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

1-The African (Signet)
1-African Heritage
1-African Independence (Dell)
1-Africa's Freedom
1-American Race Relations Today
1-The Angry Black South
1-Before the Mayflower--History of the Negro in America (1619-1962)
1-Black Boy
1-Black Humor
1-Black Like Me
1-Black Metropolis
1-Black Muslims in America
1-Black Nationalism
1-Black Treasure (Barlow, Tempo)
1-But Not Next Door
1-Cool World
1-Crisis in Black and White
1-Essays on the History of the American Negro
1-Fight for Freedom: Story of NAACP
1-The Fire Next Time
1-Fire-Bell in the Night
1-For Human Beings Only
1-Freedom Summer
1-From the Back of the Bus
1-Geography of African Affairs
1-Go Tell It on the Mountain
1-A Handbook of African Affairs
1-Home to Harlem
1-I Always Wanted to Be Somebody
1-Inside the Ku Klux Klan
1-In White America
1-Invisible Man
2-Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
1-Mind of the South
1-Mississippi: the Closed Society (Harvest)
1-The Movement (Hansberry)
1-Mr. Kennedy and the Negroes
2-Native Son
2-The Negro in the Making of America
1-Negro in the United States: A Brief History
1-Negro Question
1-The Negro Revolt
1-Negro Today
1-Nigger
1-Nobody Knows My Name
1-Notes of a Native Son
2-On Being Negro in America
1-Portrait of a Decade
1-Race and Nationality in American Life
1-Roosevelt Grady
1-Sex and Racism in America
1-Souls of Black Folk
1-The South and the Southerner
1-South Town
1-Southern Temper
1-The Story of Jazz
1-Strange Career of Jim Crow
2-The Strength to Love
1-Stride Toward Freedom
2-This is My Country Too
1-The Troublesome Presence
1-Up From Slavery
1-We Shall Overcome (Dell)
1-When the Word is Given
1-Who Speaks for the Negro
2-Why We Can't Wait
2-Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

1- Abraham Lincoln (Charnwood)
1- Age of Jackson (Ment.)
1- The Age of Napoleon
1- America and Its Presidents
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1- America in Perspective
1- American Labor (Pelling. U. of Chicago)
1- The American Scene: 1600-1860
1- Americans All: Story of Our Latin American Neighbors
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1- Autobiography of Benjamin Franklin
1- Autobiography of Will Rogers
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1- Banners at Shenandoah
1- The Big Change: America Transforms Itself, 1900-1950
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1- Brief History of the U.S.
1- China: the Country Americans Are Not Allowed to Know
1- Christopher Columbus, Mariner
1- Cimarron
1- Citizen Tom Paine
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1- Combat: War with Germany
1- Combat: War with Japan
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1- Day of Infamy
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1- George Washington (Mentor)
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1- History of the U.S. Since 1945
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1- Hoofbeats of Destiny: Story of the Pony Express
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1- Indian-Fighting Army
1- Indians of the Americas
1- Inside Europe Today
1- The Last Days of Hitler
1- Letters from an American Farmer and Sketches of 18th Century America
1- Life on the Mississippi (Twain)
1- Main Street, U.S.S.R.
1- Nation Divided
1- The New Asia
1- New History of the United States
1- A Night to Remember
1- The 19th Century World
1- The Octopus
1- Only Yesterday
1- Our 50 United States
1- Paul Revere and the World He Lived In (Sentry)
1- Peking and Moscow
2- Picture History of the Modern World
1- A Pocket History of the United States
1- President Kennedy Selects Six Brave Presidents
2- Presidents of the USA: Profiles and Pictures
1- Rebels and Redcoats
1- Roughing It
1- Secrets of the Past
1- Sink the Bismarck
1- Stillness at Appomattox
1- Stories of Modern America

- They All Discovered America
- Thomas Jefferson
- A Time to Stand
- The Wall
- When the Legends Die
- Wonders of the World
- Woodrow Wilson and the New America
- The World of Ancient Man
- World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
1 — Basic Algebra Self Taught
1 — Basic Biology Self Taught
1 — Basic Chemistry Self Taught
1 — Basic Facts of Human Heredity
1 — The Body in Action
1 — Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
1 — Complete Handbook of Better English
1 — Computers: the Machines We Think With (Dell)
1 — Darwin and the Modern World View
Double Your Reading Speed
1 — Economics in One Lesson
1 — Electronics for Everyone
1 — Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
1 — Everyday Arithmetic Self Taught
1 — Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
1 — Grammar Self-Taught
1 — Great Inventions
1 — Growing Plants
Help Your Child Succeed in School
1 — Heredity, Race, and Society
1 — How and Why Wonder Book of Beginning Science
1 — How and Why Wonder Book of Our Earth
How Much is a College Degree Worth to You
1 — How the Great Religions Began
1 — How to Become a Better Reader
1 — How to Get Higher Marks in School
How to Prepare for College
1 — How to Study
How to Study Better and Get Higher Marks
1 — The Human Body
1 — The Human Mind (Curtis Co.)
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Little Book of Stars
1 — Machines that Built America
1 — Mammals
1 — Man in Flight
Math, Grade 1, 2, 3, 4
1 — Mathematics in Everyday Things
1 — Mathematics Tables and How to Use Them
New American Guide to Colleges
10 — New American Webster Handy College Dictionary
10 — New Hammond World Atlas
The New Mathematics Dictionary and Handbook
1 — New Ways to Greater Word Power
1 — Number Fun
1 — Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
5 — Penguin Encyclopedia
1 — People and Places
1 — Pictorial History of Western Art
1 — Picture History of Painting
1 — Rapid Vocabulary Builder
1 — Reptiles and Amphibians
1 — Sailing
1 — Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

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1—Silent World
1—Southwest
3—Stop, Look, and Write
1—The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
1—20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
1—You and Your Senses
Zoology

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How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Phamacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

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Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
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Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
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Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
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Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
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Householder's Manual
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Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
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ABC's of Urban Renewal (Sears)
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Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U. S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
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How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

326

November 28, 1966

Miss Odrie Williams
Principal
Inman Park Elementary School
729 Edgewood Avenue, N.E.
Atlanta, Georgia

Dear Miss Williams:

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This project is an attempt to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

The total number of books selected depends simply on how many a particular program will need. An applicant may order more than one copy of a book and may request by title or by category.

I hope to hear from you soon about your plans for such books and the kinds of people who would use them. We have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Mrs.
Odrie Williams
Principal
Inman Park ~~Elem~~
School
729 Edgewood
Ave., N.E.

Send bill
&
Xpl.

TO: Miss Odrie Williams
Principal
Inman Park Elementary School
729 Edgewood Avenue, N.E.
Atlanta, Georgia

ORDER:

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This totals 1366 books.

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2 Adventure of Robin Hood
2 Adventures of Tom Sawyer
2 African Treasury
4 Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
4 Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
3 Basketball
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Beany and the Beckoning Road
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10 Beatles in a Hard Day's Night
Becky's Island
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20 Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
20 Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
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Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
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10 A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
2 Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
20 A Day in the Life of President Kennedy
10 Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
5 Exodus

4 Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
10 For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
4 Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
4 Goldfinger
5 The Good Earth
5 Goodbye, Mr. Chips
4 Grapes of Wrath
10 Great American Short Stories
4 The Great Escape
4 Great Expectations
Great Sea Stories
4 Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
10 His Eye Is on the Sparrow
10 Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
20 How to Draw and Paint
10 How to Write a Song
20 Humor of J.F.K.
10 Hunchback of Notre Dame
4 Hurry Sundown

10 I Always Wanted to Be Somebody
10 Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
4 Ivanhoe

10 The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
4 Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
5 Lilies of the Field
The Living Tide
4 Lord of the Flies
4 Lost on Venus

The Mad Sampler
4 Major American Poets
Man on a Raft
4 The Man Who Never Was
The Many Loves of Dobie Gillis

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10 McCall's Book of Paper, Wood and Paint Crafts
4 McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
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The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
4 Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
4 Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
4 Robinson Crusoe
4 Romance of Leonardo Da Vinci
4 Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
4 The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
4 Seventeen
4 Shane
The Shook-up Generation
A Single Pebble
4 Six Great Modern Plays
4 Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
5 Teen-Age Dance Book
4 Teensville, USA
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5 Three Comedies of American Life
4 Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
5 To Kill a Mockingbird
4 Tobacco Road
5 Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

4 Vietnam Diary
Von Ryan's Express

4 The Wanderer
War Beneath the Sea
War of the Worlds
4 What Then Is Love
Where's Annie?
Wit's End

4 You Only Live Twice

4 A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

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(Ignore the numbers in front of the titles)

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4 Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
5 Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
4 The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
4 Robinson Crusoe	Daniel DeFoe
4 A Christmas Carol	Charles Dickens
4 David Copperfield	Charles Dickens
4 Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
4 The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
4 Silas Marner	George Eliot
The Mill on the Floss	George Eliot
4 The Autobiography of Benjamin Franklin	Benjamin Franklin
4 The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
4 The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
4 The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
5 Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
4 Aesop's Fairy Tales	Aesop
4 Ivanhoe	Sir Walter Scott
10 As You Like It	William Shakespeare
10 Julius Caesar	William Shakespeare
5 Hamlet	William Shakespeare
5 Macbeth	William Shakespeare
5 The Merchant of Venice	William Shakespeare
5 A Midsummer Night's Dream	William Shakespeare

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THE BASIC ONE HUNDRED

5 The Tempest	William Shakespeare
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The Black Arrow	Robert L. Stevenson
5 Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
5 Treasure Island	Robert L. Stevenson
5 Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
5 Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
5 The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
5 Robin Hood	E. Charles Vivian
4 Ben Hur	Lew Wallace
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The Food of the Gods	H. G. Wells
4 The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
4 The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

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LIMITED VOCABULARY--

5 Billy Budd (1000 word level)
5 Golden Trails (2000 word level)
5 The Red Badge of Courage (2000 word level)
5 The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

5 Abe Lincoln Gets His Chance
5 The Adventures of Pinocchio
5 Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
5 Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
10 Child's Garden of Verses
10 Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
10 Bay with Debbie*
10 The Dog Book
Donald Duck Book
The Duck on the Truck
4 The Elephant Book
15 Every Child's First English Color and Learn Book
5 The Fir Tree
Fish Book
Flame, Son of Silver Cloud
5 Four Seasons with Suzy*
5 Fun with David*
5 Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
5 The House that Jack Built
5 Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
5 In the Big City*
5 Jack and the Beanstalk
King Who Learned to Smile
5 Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
15 Popeye
5 Question and Answer Book
5 Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
5 Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
10 12 Days of Christmas
5 Wizard of Oz
5 Wonderbooks
The Wouldbegoods (Penguin-Puffin)
5 Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

5 The African (Signet)
5 African Heritage
5 African Independence (Dell)
5 Africa's Freedom
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Fire-Bell in the Night
5 For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
10 I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
10 Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
5 Mr. Kennedy and the Negroes
Native Son
5 The Negro in the Making of America
5 Negro in the United States: A Brief History
5 Negro Question
5 The Negro Revolt
5 Negro Today
5 Nigger
5 Nobody Knows My Name
5 Notes of a Native Son
5 On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
5 The Story of Jazz
5 Strange Career of Jim Crow
The Strength to Love
5 Stride Toward Freedom
5 This is My Country Too
The Troublesome Presence
5 Up From Slavery
5 We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

4 Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
4 Autobiography of Benjamin Franklin
4 Autobiography of Will Rogers
4 Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
4 Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
4 Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
5 Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
4 A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

10-Art of Being a Successful Student
5- Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
5- The Body in Action
Books That Changed the World
Butterflies and Moths
5-College Scholarships and Loans: Who Gets Them--How and Why
10-Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
5-Darwin and the Modern World View
10-Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
5-English for Everyone
5-English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
10-Getting Ready to Read
10-Grade One Practice Workbook Reading
10-Grammar Self-Taught
5-Great Inventions
Growing Plants
5-Help Your Child Succeed in School
5-Heredity, Race, and Society
5-How and Why Wonder Book of Beginning Science
5-How and Why Wonder Book of Our Earth
5-How Much Is a College Degree Worth to You
5-How the Great Religions Began
5-How to Become a Better Reader
5-How to Get Higher Marks in School
5-How to Prepare for College
10-How to Study
10-How to Study Better and Get Higher Marks
5-The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
4-Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
10-Mathematics Tables and How to Use Them
New American Guide to Colleges
10-New American Webster Handy College Dictionary
10-New Hammond World Atlas
10-The New Mathematics Dictionary and Handbook
4-New Ways to Greater Word Power
5-Number Fun
Pacific Northwest
10-Parent's Guide to Children's Reading
5-Penguin Dictionaries (Art, Music, Politics, etc.)
5-Penguin Encyclopedia
5-People and Places
Pictorial History of Western Art
Picture History of Painting
10-Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
5 Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
5 30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

10 The Bantam Book of Correct Letter Writing
5 Career Guide for Young People
4 The Delso Sisters, Beauticians*
5 From High School to a Job
5 How to Be an Effective Secretary
5 How to Become a Government Girl
5 How to Land the Job You Want
5 John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
5 The Millers and Willie B.; Butcher, Baker, Chef*
5 1001 New Job Opportunities
5 1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
5 Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
5 Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
5 Six Ways to Get a Job
5 So You Want to Be a Doctor
5 So You Want to Be a Lawyer
5 So You Want to Be a Nurse
5 Television as a Career
Touch Typing in 10 Lessons
5 Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

Nov. 29, 1966

Dear Bernice,

May I please have 300 copies of each stencil?

Attached is a sample list for the order of the pages.

Please save the stencils. (I'll keep them.)

Thanks very much,

Louise

Louise, please type last stencil over, it tore and I could not use it.

Thanks,
BCC

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense

Rev. Larry Robinson.

Kirkwood Community Church Christian Center
1895 Boulevard Dr. S.E.
Atlanta 30317

Send bib + letter.

November 30, 1966

The Reverend Larry Robinson
Kirkwood Community Church and Christian Center
1895 Boulevard Drive, S.E.
Atlanta, Georgia 30317

Dear Mr. Robinson:

Here is the bibliography we have developed for our paperback book project. The total number of books selected depends simply on how many a particular program will need. An applicant may order by title or by category and may order more than one copy of a book. We have received orders ranging from 300 to 9,000 titles, so you can see how flexible the project is.

Since our project is experimental, we are asking each applicant to send later a brief follow-up report so that we can learn about the response to the books.

I hope to hear about your plans and see your selection soon.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

KIRKWOOD COMMUNITY CHURCH
AND
KIRKWOOD CHRISTIAN CENTER
"Serving All People In Christ's Name"
1895 Boulevard Drive, S. E., Atlanta, Georgia 30317

Ministers:
Lawrence B. Robinson
Daniel S. Bryan, C. A.

Telephone 377-6353

December 2, 1966

Dear Miss Cole:

I am returning the list of books available indicating the ones we can use. I am also enclosing one of our bulletin covers which lists our purpose and our present weekly schedule of events.

At present we have 72 children in our tutoring program (grades one through twelve). We have 135 in the various Boy Scout programs abd 120 in the various Girl Scout programs. Our Teen Discussion group averages twenty-five in attendance. The Pre-School Kindergarten has fifty enrolled and we have some twelve children and young people taking piano lessons. In the Human Relations Group which meets once a month we have had as many as 150 adults present, average attendance of fifty. We have had classes in Child Care, Food Buying and in Home Nursing. We hope in the near future(as soon as we can secure machines) to start classes in Sewing, both for adults and Teens.

We feel that these books will be helpful in all of our programs, but especially in the Tutoring, Teen Discussion, and for references for the Human Relation Group.

Yours Sincerely,

L B Robinson

Rev. L. B. Robinson

UNITY

. . . in WORSHIP

. . . in FELLOWSHIP

KIRKWOOD COMMUNITY CHURCH

1895 Boulevard Drive, S.E., Atlanta, Georgia

Sponsored by Atlanta Presbytery and Episcopal Diocese of Atlanta

We endeavor to serve God by serving all people regardless of economic, social, or racial background. We seek to worship, learn, work, and have fellowship together—for we are all brothers in Christ. We follow our Lord, in His concern for people, out into the community to meet the needs found there—seeking to help others to help themselves.

MORNING WORSHIP SERVICE
November 27, 1966

PREPARATION FOR WORSHIP
Prelude
*Call to Worship
*Invocation
*Hymn of Praise No. 246
"We're Marching To Zion:

INSTRUCTION FROM GOD'S WORD
Unison Reading (Page 58 in New Test.) Luke 4:1-13
Lord's Prayer
Hymn No. 351
"Love Divine"
Scripture Lesson (Page 2 in Old Test.) Genesis 3:1-19

Prayer
Sermon
"ADAM'S TEMPTATION AND OURS"

RESPONSE IN PRAISE AND COMMITMENT
*Apostle's Creed
*Gloria Patri
Dedication of Time - Announcements
Dedication of Resources - Tithes and Offerings
*Doxology
Dedication of Self in Prayer
*Hymn No. 391
"I NEED THEE EVERY HOUR"

SENT FORTH TO SERVE
*Benediction
Postlude

*/ Congregation Standing

OPPORTUNITIES FOR SERVICE

If you would like to join with us in serving God in this community as a member of the Kirkwood Community Church, let Captain Bryan or Reverend Robinson know at the end of the service. We ask all who become members to have instruction in what it means to serve Christ, how a Christian grows spiritually, and how our church is governed.

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The Cadette Scouts will have a Fashion Show at the Center on Wednesday, November 30th at 8:00 P. M.

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A Training Class for Cub Scout and Boy Scout Leaders is held here on Tuesday night at 9:00 P. M.

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There will be an open house for the parents of all children in the Sunday School, Youth Groups, Pre-school Kindergarten, and Tutoring programs on Sunday, December 4th from 4:00 to 6:00 P. M. This will give parents and leaders a chance to know one another. Refreshments will be served.

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Next Sunday at the Morning Worship Hour a General Protestant Communion Service will be held.

- -

This Sunday we begin the use of our own Bulletin Covers made especially for our church. The symbol of the ship is the symbol of the World Council of Churches, indicating for our center the unity of denominations in worship. The clasped hands is the symbol of brotherhood, indicating for our center the unity of all peoples in fellowship and service.

CENTER STAFF

Rev. Laurence B. Robinson - 265 Kirkwood Rd N. E.
Phone 378-7148

Captain Daniel S. Bryan, C. A. - 110 Second Ave., S.E.
Phone 373-6727

Office Phone at Center - 377-6353

WEEKLY SCHEDULE OF EVENTS

SUNDAY - - 9:45 A. M. - Sunday School for all ages
11:00 A. M. - Worship Service
6:00 P. M. - Junior Fellowship(ages 6 to 12)
7:30 P. M. - Teen Discussion Group

MONDAY - - 1:00 P. M. to 5:30 P. M. - Tutoring
7:00 P. M. - Explorer Scouts Post # 652

TUESDAY * 9:00 A. M. to 11:00 A. M. - Tutoring
10: A. M. - Pre-School Kindergarten(3 yr olds)
2:30 P. M. to 8:30 P. M. - Tutoring
7:00 P. M. - Boy Scout Troop # 652
7:00 P. M. - Cadet & Senior Girl Scouts
8:00 P. M. - A. A. Meeting

WEDNESDAY- 9:30 A. M. to 10:30 A. M. - Tutoring
10:00 A. M. - Pre-School Kindergarten(4yr olds)
3:30 P. M. to 8:30 P. M. - Tutoring
6:00 P. M. Piano Lessons
7:30 P. M. - Junior Girl Scouts
8:00 P. M. - Bible Study

THURSDAY -10:00 A. M. - Pre-School Kindergarten(3yr olds)
4:00 P. M. to 5:30 P. M. - Tutoring
7:00 P. M. Piano Lessons
7:30 P. M. to 9:00 P. M. - Tutoring

FRIDAY * 10:00 A. M. - Pre-School Kindergarten(4yr olds)
4:00 P. M. - Recreation(11 to 14 yr olds)
5:00 P. M. YWCA Teens
6:00 P. M. - Piano Lessons
7:30 P. M. to 8:30 P. M. - Tutoring
7:30 P. M. - Recreation(15 to 20 yr olds)

SATURDAY - 9:00 A. M. to 11:30 A. M. - Tutoring
9:30 A. M. - Recreation(6 to 10 yr olds)
10:00 A. M. - Brownie Troop #124

TO: The Reverend Larry Robinson
Kirkwood Community Church and Christian Center
1895 Boulevard Drive, S.E.
Atlanta, Georgia 30317

ORDER:

See attached book list.

This totals 520 books.

Kirkwood Community Church + Center

SOUTHERN REGIONAL COUNCIL, INC
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

/-Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
/-Adventure of Robin Hood
Adventures of Tom Sawyer
/-African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
/-All Quiet on the Western Front
/-All the King's Men
An American Tragedy
Andersonville (Sig.)
/-Animal Farm
Anna and Her Daughters
/-Anne Frank: Diary of a Young Girl
April Morning
/-The Assistant
/-Away All Boats

Banners at Shenandoah
/-Basketball
Batman books
/-Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
/-Becky's Island
The Bedford Incident
/-Behind the Plate
/-A Bell for Adano
/-Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
/-Black Arrow
Blackboard Jungle
/-Born Free
/-Boy Next Door
/-A Boy Ten Feet Tall
/-Brave New World
Breaking the Bonds
/-Bridges at Toko-Ri
/-Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
/-Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
/-Cheaper by the Dozen
/-Childhood's End
A Christmas Carol
/-Chucklebait
/-City Boy
A Connecticut Yankee in King Arthur's Court
/-Count of Monte Cristo
Crash Club
/-Cry, the Beloved Country

/-Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
/-Exodus

/-Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

1 set ——— THE BASIC ONE HUNDRED (see next page)

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

- Billy Budd (1000 word level)
- Golden Trails (2000 word level)
- The Red Badge of Courage (2000 word level)
- The Turn of the Screw (2000 word level)

1 copy of each except Every Child's First, etc. (10 copies as indicated below)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
10 Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Suzy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

1- They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
1- Wonders of the World
Woodrow Wilson and the New America
1- The World of Ancient Man
World War II in Pictures

1 copy of each book except where 10 are indicated.

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
10 First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
10 Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
10 3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

1 copy of each book.

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

~~More books to be added.~~

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

1 copy of each book.

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

1 copy of each book.

CONSUMERS, COOPERATIVES

- Buyer's Guide to Nearly Everything
- Consumer's Guide to Better Buying
- Family Handbook of Dollars and Sense
- How and Where to Borrow Money
- How to Borrow Money
- How to Get More for Your Money
- How to Lower Your Food Bills
- How to Spend More, Owe Less, and Live Better
- Principles of Cooperation (Bogardus, Cooperative League of USA)
- Sense with Dollars
- Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
- Vice President in Charge of Revolution (McGraw Hill)

PROJECT UPWARD BOUND

JOHN A. MIDDLETON, PRESIDENT
MORRIS BROWN COLLEGE

VIVIAN W. MCGEE, DIRECTOR
OFFICE OF ECONOMIC OPPORTUNITY

ATLANTA, GEORGIA 30314

September 28, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia

Dear Miss Cole:

Several days ago, I was told that your organization might be able to furnish our UPWARD BOUND students with books; paperback, I believe.

We would be most pleased to get some of these books. Would you let us know the proper procedure to follow in order to get them?

Thank you very much.

Sincerely yours,

Vivian W. McGee

Mrs. Vivian W. McGee
Director

October 20, 1966

Mrs. Vivian W. McGee
Director
Project Upward Bound
Morris Brown College
643 Hunter Street, N.W.
Atlanta, Georgia 30314

Dear Mrs. McGee:

We are pleased to see your interest in our paperback book project.

First, could you let me know in a few sentences how you plan to use paperback books and how many students will have access to them?

Then you can indicate the book titles appropriate to your program. Enclosed is the bibliography which we have developed for applicants to use in making their selections. The number you order depends simply on how many you think can profitably be used. You may order by category if you want all the books in that category, or you may wish to select certain titles and exclude others. (The Basic One-Hundred has to be ordered as a unit.)

After your program has been underway for awhile, we will need a brief follow-up report so that we can learn about the response to the books.

We are eager to hear about your plans and to see your selection.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

a call on Oct. 24. 95 students meeting on Sat.s during school year. Live on campus during summer. Library setup.

Atlanta, Georgia 30314

PROJECT UPWARD BOUND

JOHN A. MIDDLETON, PRESIDENT
MORRIS BROWN COLLEGE

VIVIAN W. MCGEE, DIRECTOR
OFFICE OF ECONOMIC OPPORTUNITY

ATLANTA, GEORGIA 30314

October 27, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you for your letter of October 20 telling us that we will be able to secure a selection of paperback books for the use of our UPWARD BOUND Program.

We plan to use the books in the various classes. The students will be assigned book reports, reading assignments, etc. We will also use the books for the different interest groups, such as the Reading Interest Group, Work Shops, Sewing Interest Group and Leisure Reading. In addition, we would like to try and set up a library in each of the dormitories for the students use during the summer phase of the program.

There are one hundred students enrolled in our program, and these students will have access to the books during the regular class period, which meets every Saturday. They will also be permitted to check books out to take home during the academic year and during the In-Residence program in the summer.

You will please find enclosed a list of the books that we have selected.

Thank you very much for you cooperation and for this splendid service.

Sincerely yours,

Vivian W. McGee

Vivian W. McGee
Director

VWM/lmb

Enclosure

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

TO BE USED BY ALL DEPARTMENTS COMBINED:

We would like to have two sets of the Classics--The Basic One Hundred.

We understand that these are to be ordered as a unit.

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

TO BE USED BY THE READING INTEREST GROUP: GREAT ADVENTURERS

We would like to have eight copies of each of the following books.

Robinson Crusoe	Daniel Defoe
Billy Dudd and Typee	Herman Melville
The Swiss Family Robinson	Johann Wyss
Lord of the Flies	Golding
The Time Machine	H. G. Wells
Tom Sawyer	Mark Twain
50 Great Short Stories	(Bantam,)
Immortal Poems of the English Language	

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

We would like to have one copy of each of the following books.

TO BE USED BY THE GIRLS CLUB:

Family Medical Encyclopedia
New Ways in Sex Education
So You're Going to Be Married
Etiquette and Manners
Facts of Love and Marriage for Young People
Premarital Dating Behavior
Your Complete Home Medical Reference Book

Jane Eyre

The Angry Black South
Crisis in Black and White
Cool World
In White America
The Negro Revolt
African Heritage

Lilies of the Field
Lord of the Flies
The Red Pony
A Raisin in The Sun
My Antonia
Of Mice and Men
Romeo and Juliet and West Side Story
The Scarlet Letter
Thunderball
To Kill a Mocking Bird
Tobacco Road
Van Ryan's Express
Goldfingers
The Learning Three
On the Beach
Ten Modern American Short Stories
What then Is Love
Wher's Annie?
Brave New World

On Being Negro in America
Sex and Racism in America
The South and the Southerner

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

TEENAGERS, ADULTS LEISURE READING

We would like to have one copy of each of the following books

TO BE USED BY THE READING DEPARTMENT:

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All the King's Men
An American Tragedy
Andersonville (Sig.)
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Boy Next Door
A Boy Ten Feet Tall
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Casino Royale
Chad Hanna
Childhood's End
A Christmas Carol

TEENAGERS, ADULTS LEISURE READING

We would like to have one copy of each of the following books

TO BE USED BY THE READING DEPARTMENT:

Chucklebait
A Connecticut Yankee in King Arthur's Court
Count on Monte Cristo

Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher
Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
Folksongs for Fun
For Bond Lovers Only
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be!
Goldfinger
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Hunchback of Notre Dame
Hurry Sundown

TEENAGERS, ADULTS LEISURE READING

We would like to have one copy of each of the following books

TO BE USED BY THE READING DEPARTMENT:

Immortal Poems of the English Language
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
The Living Tide
Lost on Venus

The Mad Sampler
Major American Poets
Man of a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis
Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Stranger and Other Stories
The Mysterious Island

TEENAGERS, ADULTS LEISURE READING

We would like to have one copy of each of the following books

TO BE USED BY THE READING DEPARTMENT:

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The 1965 Olympic Guide

Official Rules of Card Games
Old Yeller
On the Beach

Popular History of Music
Prince and the Pauper
Prinson Nurse
Pudd'n Head Wilson

Quest of the Snow Leopard

The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories From the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Study in Scarlet and Sign of the Four
Sweet Thursday
Swiss Family Robinson

TEENAGERS, ADULTS LEISURE READING

We would like to have one copy of each of the following books

TO BE USED BY THE READING DEPARTMENT:

TAles of the Incredible
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of America Life
Time is the Simplest Thing
The Time Machine
The Time of Her Life
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wander
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

TEENAGERS, ADULTS LEISURE READING

We would like to have twelve copies of each of the following books.

TO BE USED BY THE READING DEPARTMENT:

All Quiet on the Western Front
Animal Farm

Basketball
Batman books
A Bell for Adano
Born Free
Brave New World

Cannery Row
Catcher in the Rye
Cheaper by the Dozen
City Boy
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Drag Doll

The Fighting Southpaw
For the Love of Peanuts, other Peanuts books (Schulz)

The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath

Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
Humor of J. F. K.

I Always Wanted to Be Somebody
The Incredible Journey
Inherit the Wind

Kidnapped

Lilies of the Field
Lord of the Flies

The Many Loves of Dobie Gillis
The Miracle Worker

TEENAGERS, ADULTS LEISURE READING

We would like to have twelve copies of each of the following books.

TO BE USED BY THE READING DEPARTMENT:

The Night They Burned the Mountain
1984
No Time for Sergeants

Of Mice and Men
Old Man and the Sea

The Pearl
Pocket Book of Stories-O. Henry
Pro Football Handbook

A Raisin in the Sun

Shane
Stories from the Twilight Zone
Street Rod
Superman books

Tales of Terror and Suspense
Thunderball
To Kill a Mockingbird

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

TO BE USED BY THE ENGLISH DEPARTMENT:

We would like to have five copies of each of the following books.

America Tomorrow, Creating the Great Society
Basic Facts of American Government
Democracy in America (mentor)
Democratic Way of Life
A Manual for Direct Action (Quadrangle Books)
The Peace Corps (Kittler)
Questions and Answers on American Citizenship
The Wasted Americans
What We Must Know About Communism (Overstreet)

HISTORY (MAINLY AMERICAN)

Age of Jackson (Ment.)
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
Autobiography of Benjamin Franklin
Background to Viet Nam
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the United States
The Good Years (1900-1914)
If the South Had Won the Civil War
Picture History of the Modern World
Rebels and Redcoats
Stories of Modern America
They All Discovered America
Thomas Jefferson
Woodrow Wilson and the New America
World War II in Pictures

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

TO BE USED BY THE ENGLISH DEPARTMENT:

We would like to have five copies each of the following books.

The African (Signet)
African Heritage
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Like Me
Black Metroplis
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
For Human Beings Only
From the Back of the Bus
I Always Wanted to be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W. E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)

The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Sex and Racism in America
The South and the Southerner
Souls of Black Folk
The Story of Jazz
Strange Career of Jim Crow
Stride Toward Freedom
Who Speaks for the Negro
Why Can't Wait
Years Pictorial History of the American Negro

We would like to have five copies of each of the following books.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILL, HOME REPAIRS

TO BE USED BY THE ENGLISH DEPARTMENT:

Accident Handbook
Ann Landers Talks to Teenagers About Sex
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook For Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Facts of Love and Marriage for Young People
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Household Encyclopedia
Key to Physical Fitness
New Ways in Sex Education
On Life and Sex
Premarital Dating Behavior
Sex and the Adolescent
So You're Going to Be Married
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

MORRIS BROWN COLLEGE -UPWARD BOUND PROJECT

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

We would like to have twelve copies of each of the following books.

TO BE USED BY THE MATHEMATICS DEPARTMENT:

College Scholarships and Loans: Who Gets Them--How and Why
Computers: the Machines We Think With (Dell)

Exploration of Space

Heredity, Race, and Society
How Much is A College Degree Worth to You
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks

Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them

New American Guide to Colleges
The New Mathematics Dictionaty and Handbook
New Hammond World Atlas
Number Fun

Science Projects Handbook

CONSUMERS, COOPERATIVES

How to Get More for Your Money
Sense with Dollars

MORRIS BROWN COLLEGE-UPWARD BOUND PROJECT

VOCATIONAL GUIDANCE

We would like to have twelve copies of each of the following books.

TO BE USED BY THE MATHEMATICS DEPARTMENT:

Career Guide for Young People
From High School to a Job
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occu!ations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse

Television as a Career

December 6, 1966

Mrs. F. P. Rossman
1455 Hearst Drive, N.E.
Atlanta, Georgia 30319

Dear Mrs. Rossman:

I was very happy to see your proposal for the North DeKalb Chapter.

The computer system at the Atlanta News Agency was not ready in time for our use, so we developed the enclosed bibliography for applicants to use in making their selections. I think you could use all the books on this list (758 titles), and I'm sure you will want to specify more than one copy of some of these titles. Indicate in front of the title the number of copies. Feel free to request what you think could really be used.

When you return your order, please indicate the address where the books should be sent. Allow about three weeks for delivery.

After your program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Let me hear from you as soon as you can, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

11-21-66

Proposal to Southern Regional Council for Paperback Book Distribution

The North DeKalb Chapter of the Georgia Council on Human Relations has appointed a Library Committee to procure books under the above project for accountable circulation of good reading matter in the Lynwood Park and Chamblee/Doraville Negro communities. This Chapter has been functioning in these communities since May, 1965, under By-Laws with the same aims and purpose as the parent Council on Human Relations. We have been active in the areas of education (tutorial programs for elementary and secondary school students), recreation, juvenile reading club (with books from the Decatur-DeKalb Library during the Summer of 1965), and in community development especially with concern over decent housing.

We contemplate distribution of the books at our monthly meetings on the third Monday evening in each month, using a dual card system carrying the book title, who borrowed it, and the date, as well as a card showing the name, address and phone number of each borrower and what book he took when. Should a neighborhood center now under construction prove to be a location where the books could be kept regularly in the charge of a reliable person for borrowing and return of books at more frequent intervals than once a month, this would be utilized. In this event the book stock might be augmented by books from the public library.

The purpose of a convenient source of good reading matter, especially in the Lynwood Park community, would be to reach persons who would never consider going to the public library. If we can whet their appetite for worthwhile reading, perhaps they will be encouraged to get the library habit.

The books would be borrowed mostly by adults, but high school and college students may be tempted to sample our wares once the availability of good books thru the Council is made known.

Noting that you prefer designation of books by category because the computer will select appropriate titles, we select the following, using your number designations on sheet 4:

2) classical American literature, especially "limited vocabulary editors";
4) Civil Rights movement
5) race relations
6) community improvement
8) limited vocabulary material (adult)
10) secondary school materials for pleasure reading
12) home-making skills
13) job skills (vocational training)

If we have failed to designate any category which would help these adults by inspiring them to better themselves, please include such books also. A stock of 400 books - with perhaps duplicate copies of a particularly popular work - should be adequate as a beginning, but if you know this number to be too high or too few for our purpose, we wish to be guided by your experience in this regard.

Mrs. F. P. Rossman
for LIBRARY COMMITTEE

1455 Hearst Dr. NE
Atlanta, Ga. 30319
Phone: 237-6154

MOREHOUSE COLLEGE

ATLANTA, GEORGIA

December 20, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Mrs. Frances Rossman has asked me to mail the enclosed list of paperback books to you. The supplementary list represents suggestions from Mrs. Rossman and me. This is the list requested for the North DeKalb Chapter of the Georgia Council on Human Relations.

Mrs. Rossman would like to have the books delivered to her home:

1455 Hearst Drive, N.E.
Atlanta, Georgia 30319

As you perhaps know, Mrs. Rossman entered the Piedmont Hospital on Sunday. She expects to return home in approximately a week. During her illness if I can be of assistance to you, please do not hesitate to call upon me. I may be reached at Morehouse College Reading Room, 521-0412, after January 2, 1967; or at my home 686 Beckwith Street, S.W., 523-8729, during and after the Christmas holidays.

Best wishes for the holiday season, I am

Sincerely yours,

Jessie B. Ebanks

(Mrs.) Jessie B. Ebanks

Enclosure

Additional titles

2 Adams, Russell. Great Negroes: Past and Present. Afro-Am., 1964

2 Baldwin, James. Nobody Knows My Name, Dial, 1961.

3 Blanton, Catherine. Hold Fast to your Dreams, Messner, 1955.

3 Davis, Russell. Anything for a Friend, Crown.

2 Davis, Sammy. Yes I Can: Story of Sammy Davis, Jr., Farrar, 1965

2 Dobler, Lavinia and Lappin, E. A. Pioneers and Patriots. Doubleday, 1965

2 Duvall, Evelyn. Facts of Life and Love for Teenagers. Assn. Press, 1961.

2 Einstein, Charles. Willie Mays: Coast to Coast Giant, Putnam, 1963

2 Eyerly, Jeanette. Drop Out, Lippincott, 1963.

2 Felsen, Henry. Hot Rod, Dutton

2 Frank, Anne. Anne Frank: Diary of a Young Girl. Doubleday, 1952.

3 Gibson, Althea. I Always Wanted to be Somebody. Harper, 1958

2 Gilbreth, Frank Jr. and Carey, Ernestine. Cheaper by the Dozen, Rev. ed., Crowell, 1963.

2 Gregory, Dick. Nigger. An Autobiography. Dutton, 1964

2 Griffin, John. Black Like Me. Houghton, 1961.

2 Hentoff, Nat. Jazz Country. Harper, 1965

Additional titles

2 Hirshberg, Al. Bill Russell of the Boston Celtics. Messner, 1963.

2 Hitchcock, Alfred, ed. Alfred Hitchcock's Ghostly Gallery. Random, 1962.

2 Horne, Lena and Schickel, Richard. Lena, Doubleday, 1965.

2 Hughes, Langston. Selected Poems, Knopf, 1959

1 Kaufman, Bel. Up the Down Staircase. Prentice, 1964

1 Miller, Warren. The Cool World, Little, 1959.

2 Moore, Robin. The Green Beret, Crown, 1965

2 Neville, Emily. It's Like this, Cat. Harper, 1963

2 Paradis, Adrian. From High School to a Job. McKay, 1956

2 Paton, Alan. Cry, the Beloved Country. Scribner's, 1948

2 Patterson, Floyd and Gross, Milton. Victory over myself. Random, 1962

2 Riter, D. Edge of Violence. McKay, 1964.

2 Schoor, Gene. The Jim Thorpe Story: America's Greatest Athlete, Messner, 1951.

1 Stuart, Jesse. The Thread that Runs so True, Rev. Ed., Scribner's, 1958

1 Wells, H.G. War of the Worlds, Random, 1960.

1 Wier, Ester. The Loner, McKay, 1963.

1 Wright, Richard. Black Boy. World, 1950.

One Set of Reference Books

Evans, Lancelot, ed. Negro Heritage Library, Educational Heritage, Inc., Yonkers. 1964
New York, Chicago, Philadelphia

2 Cash, Wilbur. Mind of the South, Knopf

2 Gilden, K. B. Hurry Sundown, Doubleday

2 Hamilton, Edith. Mythology, Grosset

2 Smith, J. E. Look Away From Dixie, La. State

Procedure to be followed by LIBRARIANS in circulating libraries of Free Paperback Books furnished by the Southern Regional Council, Inc.

to be operated Saturdays, beginning 1-28-67, from 10 a.m. to 4 p.m.

in Lynwood Park at 3262 Lynwood Park, the home of Mrs. Viola Akin,

in Chamblee/Doraville at Mt.Calvary Baptist Church, 4175 Deacon Lane

- - -

1. A 4"x 6" lined card is to be printed for each borrower, carrying this data along red line at top of card:
   Surname, first name & initial; street address; phone number
   On next available line, posting of first book taken should show date borrowed, book number shown in red on title card, and leave space at end of line to record date book is returned.

2. Whenever a book is borrowed, Title Card should show, on next available line, date taken and borrower's name, leaving space at end of that line to record date when book is returned.

3. Should a borrower find a book on the typed list which is not in stock, please note his request on pad kept for this purpose, writing down book number, name of person requesting, and phone number. As books are returned this request list should be checked before book is returned to stock. Also, inquiry might be made at other location to see if book is available there.

4. Two books per person may be borrowed for 2-week periods. A 15¢ fine will be payable if book is not returned until three weeks have elapsed; 20¢ for four weeks, 25¢ for five weeks. After that, if book is not returned ot has been mutilated beyond reasonable repair, borrower will be asked to pay the cost of replacing it.

5. Beginning February 11, about Noon librarian should begin turning up all borrower cards showing books taken out January 28 and not returned. If by 4 p.m. these have not been returned or renewed (one 2-week renewal allowed on each book), borrowers might be contacted and advised that a 15¢ fine will be payable the following Saturday, etc. (see #4 above). The purpose is not to raise money but to develop a sense of reponsibility on the part of the borrower.

6. Books, card files and Author Lists are to be stored in a high, safe place between Saturday sessions of the library. Fines collected should be remitted to the Library Committee Chairman or an alternate she designates to form a revolving fund for book replacement, maintenance, etc. and for library supplies.

7. Coloring books are not to be removed from the premises, being used for diversion of small children while elders are browsing thru books.

LIBRARY COMMITTEE: Mrs.Fred Rossman (237-6154)
Mrs. Harvey Parker (252-1785)
Mrs. Frank Law (872-8075)
Miss Eula Mae Johnson (457-7207
Mrs. Robert Martin (255-3655)

Copy for Miss Louise Cole:
The librarians are Senior Girl Scouts working on Library Aide Bars coming into the community and working with high schoolers to teach them library techniques so they can take over.

1455 Hearst Dr. NE
Atlanta, Georgia 30319

Southern Regional Council, Inc,
5 Forsyth St. NW
Atlanta, Georgia 30303

Attention - MissLouise Cole, Paperback Book Project

Dear Miss Cole:

This will acknowledge receipt of 139 additional books, bringing our library stock to 470 volumes of 260 separate titles. After the fourth Saturday the Library was in operation in Lynwood Park, I made an analysis of the books borrowed: 213 copies involving 74 separate titles, about one-third of the total books available. The 70 borrowers included only five adults. Ages of those under 21 are being noted beginning February 25 to provide a more revealing analysis of reader interest. (* means borrower was an adult)

Aesop	1	Grapes of Wrath	1*
Pride & Prejudice	1*	Dr. Jekyll & Mr. Hyde	1
The Fire Next Time	1*	Treasure Island	1
Lilies of the Field	1	Seventeen	1
Wizard of Oz	2	Huckleberry Finn	1
Georgia Boy	1	Tom Sawyer	2
Tobacco Road	1 & 1*	20,000 Leagues Under the Sea	1
Alice in Wonderland	1	Robin Hood	1
Mind of the South	1*	All the King's Men	1
Robinson Crusoe	1	Who Speaks for the Negro	1
Democracy in America	1	War of the Worlds	1
Hot Rod	3	Africa- Her History,Lands,People	1
Diary of a Young Girl	1	Year's Pict.Hist.of Amer.Negro	1
Cheaper by the Dozen	2	Grammar Self-Taught	2
Hurry Sundown	1*	Shortcuts to Effective English	1
Inside the KKK	1*	Dictionary	1
Mr. Kennedy and the Negroes	1	Laugh with Larry	4
Lord of the Flies	1*	Sunny Days in the City	3
Black Like Me	1*	Bambi	4
The Movement	1	Donald Duck	4
The A merican Negro	1*	Fish book	2
Batman books	8	Sunshine book	2
Dennis the Menace books	9	Toy book	3
Why We Can't Wait	1*	Mathematics Tables etc.	2
Presidents of the USA	1	New Mathematics Dictionary	1
Cry the Beloved Country	1*	Q & A: Birds	3
Black Beauty	1	" " ": Our 50 United States	2
Charlie Brown books	14	Butterflies and Moths	1
Peanuts books	15	Mammals	3
Hamlet	1	The Pacific Northwest	1
Roosevelt Grady	1	How to Get Higher Marks in School	1
Romeo & Juliet/West Side Story	1	McCall's"Make Your Own Decorations and Gifts Book"	2
		According to Hoyle	1

Gratefully submitted,

Frances Rossman
Mrs. F. P. Rossman

March 1, 1967

TO: Mrs. Frances P. Rossman
North DeKalb Chapter,
Georgia Council on Human Relations
1455 Hearst Drive, N.E.
Atlanta, Georgia 30319

ORDER:

See attached book list.

This totals 655 books.

North DeKalb Chapter

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
2 Adventures of Huckleberry Finn
2 Adventure of Robin Hood
2 Adventures of Tom Sawyer
African Treasury
4 Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
2 All the King's Men
An American Tragedy
Andersonville (Sig.)
2 Animal Farm
Anna and Her Daughters
2 Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
2 Basketball
2 Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
2 Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
2 Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
2 Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
2 Bulfinch's Mythology
2 But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
2 Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
2 Cry, the Beloved Country

Dangerous Summer
2 A Day in the Life of President Kennedy
2 Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
2 Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
2 For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
2 Georgia Boy
Glory Be!
Goldfinger
The Good Earth
Goodbye, Mr. Chips
2 Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
2 Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
2 His Eye is on the Sparrow
Hobbies for Pleasure and Profit
2 Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
2 How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
2 Hurry Sundown

3 I Always Wanted to Be Somebody
Immortal Poems of the English Language
2 The Incredible Journey
2 Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
2 Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

2 Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
2 Lilies of the Field
The Living Tide
2 Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
2 McCall's Book of Paper, Wood and Paint Crafts
2 McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
2 My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
2 New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
2 Official Rules of Card Games
2 Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories - O. Henry
Popular History of Music
2 Prince and the Pauper
Prison Nurse
2 Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

2 A Raisin in the Sun
2 The Red Badge of Courage
2 The Red Pony
2 Robinson Crusoe
2 Romance of Leonardo Da Vinci
2 Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
2 Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
2 Seventeen
Shane
4 The Shook-up Generation
A Single Pebble
Six Great Modern Plays
2 Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
2 Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
2 Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
2 Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book'
2 Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
2 To Kill a Mockingbird
2 Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
2 Treasure Island
The Tunnel Escape
2 20,000 Leagues Under the Sea
Two Years Before the Mast

2 Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
1- War of the Worlds
2 What Then Is Love
Where's Annie?
2 Wit's End

You Only Live Twice

A Zoo in my Luggage

1 set

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

(Ignore numbers in front of titles)

2	Pride and Prejudice	Jane Austen
	Sense and Sensibility	Jane Austen
	The Wizard of Oz	L. Frank Baum
	Jane Eyre	Charlotte Bronte
	Wuthering Heights	Emily Bronte
	The Age of Chivalry	Thomas Bulfinch
	The Age of Fable	Thomas Bulfinch
	The Way of All Flesh	Samuel Butler
	Alice's Adventures in Wonderland	Lewis Carroll
	The Moonstone	W. W. Collins
	Lord Jim	Joseph Conrad
	The Deerslayer	James F. Cooper
2	The Last of the Mohicans	James F. Cooper
	The Pathfinder	James F. Cooper
	The Pioneers	James F. Cooper
	The Prarie	James F. Cooper
2	The Red Badge of Courage	Stephen Crane
	Two Years Before the Mast	Richard Henry Dana
	Pere Goriot	Honore de Balzac
2	Robinson Crusoe	Daniel DeFoe
2	A Christmas Carol	Charles Dickens
2	David Copperfield	Charles Dickens
	Great Expectations	Charles Dickens
2	Oliver Twist	Charles Dickens
	A Tale of Two Cities	Charles Dickens
	The Mutiny on Board H.M.S. Bounty	William Bligh
	The Hound of the Baskervilles	A. Conan Doyle
	Silas Marner	George Eliot
	The Mill on the Floss	George Eliot
2	The Autobiography of Benjamin Franklin	Benjamin Franklin
	The Vicar of Wakefield	Oliver Goldsmith
	The Mayor of Casterbridge	Thomas Hardy
	The Return of the Native	Thomas Hardy
	Tess of the D'Urbervilles	Thomas Hardy
	The Outcasts of Poker Flat	Bret Harte
2	The House of the Seven Gables	Nathaniel Hawthorne
	The Scarlet Letter	Nathaniel Hawthorne
2	Twice-Told Tales	Nathaniel Hawthorne
	O. Henry, The Four Million and Other Stories	O. Henry
	The Odyssey	Homer
	Green Mansions	W. H. Hudson
	The Legend of Sleepy Hollow	Washington Irving
	The Ambassadors	Henry James
	The Story of My Life	Helen Keller
2	Captains Courageous	Rudyard Kipling
	Kim	Rudyard Kipling
	The Call of the Wild	Jack London
	The Sea Wolf	Jack London
	White Fang	Jack London
	Evangeline	Henry W. Longfellow
2	The Prince	Niccolo Machiavelli
	Moby Dick	Herman Melville
	Typee	Herman Melville
	The Scarlet Pimpernel	Baroness Orczy
	The Oregon Trail	Francis Parkman
2	Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
	Men of Iron	Howard Pyle
2	Aesop's Fairy Tales	Aesop
	Ivanhoe	Sir Walter Scott
2	As You Like It	William Shakespeare
2	Julius Caesar	William Shakespeare
2	Hamlet	William Shakespeare
2	Macbeth	William Shakespeare
2	The Merchant of Venice	William Shakespeare
2	A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

	The Tempest	William Shakespeare
	Twelfth Night	William Shakespeare
	Man and Superman	George Bernard Shaw
	Frankenstein	Mary Shelley
	The Jungle	Upton Sinclair
	The Black Arrow	Robert L. Stevenson
2	Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
	Kidnapped	Robert L. Stevenson
	The Master of Ballantrae	Robert L. Stevenson
	Treasure Island	Robert L. Stevenson
	Dracula	Bram Stoker
2	Gulliver's Travels	Jonathan Swift
	Walden-Essay on Civil Disobedience	Henry David Thoreau
	A Connecticut Yankee in King Arthur's Court	Mark Twain
2	Huckleberry Finn	Mark Twain
	Life on the Mississippi	Mark Twain
	The Prince and the Pauper	Mark Twain
2	Tom Sawyer	Mark Twain
	Around the World in Eighty Days	Jules Verne
	A Journey to the Center of the Earth	Jules Verne
	Master of the World	Jules Verne
	The Mysterious Island	Jules Verne
	Michael Strogoff	Jules Verne
	Twenty Thousand Leagues Under the Sea	Jules Verne
2	Robin Hood	E. Charles Vivian
2	Ben Hur	Lew Wallace
	The First Men in the Moon	H. G. Wells
	The Food of the Gods	H. G. Wells
	The Invisible Man	H. G. Wells
	The Time Machine	H. G. Wells
	The War of the Worlds	H. G. Wells
	Leaves of Grass	Walt Whitman
	The Virginian	Owen Wister
	The Picture of Dorian Gray	Oscar Wilde
	The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

2 Abe Lincoln Gets His Chance
The Adventures of Pinocchio
2 Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
2 Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
2 Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
2 The Cat Book
2 Child's Garden of Verses
Child's Story of Ancient Days
Colors are Nice
Coming of Flame
2 Day with Debbie*
2 The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
2 Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy
2 Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
2 Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
2 In the Big City*
2 Jack and the Beanstalk
2 King Who Learned to Smile
2 Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
2 Night Before Christmas
Our Animal Story Books
2 The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan-Bank Street Readers)
2 Peter Pan
2 Popeye
2 Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
2 Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
2 Three Bears and Goldilocks
The Tracy Twins in Japan
2 12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
2 African Heritage
2 African Independence (Dell)
Africa's Freedom
2 American Race Relations Today
2 The Angry Black South
2 Before the Mayflower--History of the Negro in America (1619-1962)
1- Black Boy
Black Humor
2- Black Like Me
Black Metropolis
2 Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
2 But Not Next Door
1- Cool World
Crisis in Black and White
2 Essays on the History of the American Negro
2 Fight for Freedom: Story of NAACP
2 The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
2 Freedom Summer
2 From the Back of the Bus
Geography of African Affairs
2 Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
4 I Always Wanted to Be Somebody
Inside the Ku Klux Klan
2 In White America
Invisible Man
4 Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
2- Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
2 Mr. Kennedy and the Negroes
2 Native Son
2 The Negro in the Making of America
2 Negro in the United States: A Brief History
2 Negro Question
2 The Negro Revolt
2 Negro Today
2 Nigger
2- Nobody Knows My Name
Notes of a Native Son
2 On Being Negro in America
Portrait of a Decade
2 Race and Nationality in American Life
Roosevelt Grady
2 Sex and Racism in America
2 Souls of Black Folk
2 The South and the Southerner
South Town
Southern Temper
2- The Story of Jazz
Strange Career of Jim Crow
2 The Strength to Love
2 Stride Toward Freedom
2 This is My Country Too
The Troublesome Presence
2 Up From Slavery
2 We Shall Overcome (Dell)
When the Word is Given
1- Who Speaks for the Negro
2 Why We Can't Wait
4 Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

2 Abraham Lincoln (Charnwood)
2 Age of Jackson (Ment.)
2 The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U. of Chicago)
The American Scene: 1600-1860
2 Americans All: Story of Our Latin American Neighbors
Ark of Empire: American Frontier 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
2 Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
2 Brief History of the U.S.
4 China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
2 Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
2 George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
2 The Great Dissenters
Great Untold Stories of World War II
2 Here to Stay
Hiroshima
4 A History of Russia
History of the U.S. Since 1945
2 Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
2 If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
2 Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
2 Life on the Mississippi (Twain)
2 Main Street, U.S.S.R.
Nation Divided
The New Asia
2 New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
2 Paul Revere and the World He Lived In (Sentry)
2 Peking and Moscow
2 Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
2 Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
2 A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
2 World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
2 The Body in Action
Books That Changed the World
2 Butterflies and Moths
4 College Scholarships and Loans: Who Gets Them--How and Why
4 Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
4 Double Your Reading Speed
Economics in One Lesson
2 Electronics for Everyone
Engineering
2 English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
2 Everyday Arithmetic Self Taught
Exploration of Space
2 First Workbook of English
Flowers
Fossils
2 Fun with Words, Grade 1, 2, and 3
2 Fun with Words and Pictures
2 Getting Ready to Read
2 Grade One Practice Workbook Reading
4 Grammar Self-Taught
Great Inventions
2 Growing Plants
Help Your Child Succeed in School
2 Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
4 How Much is a College Degree Worth to You
2 How the Great Religions Began
4 How to Become a Better Reader
4 How to Get Higher Marks in School
4 How to Prepare for College
4 How to Study
How to Study Better and Get Higher Marks
2 The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
2 Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
2 Mathematics Tables and How to Use Them
4 New American Guide to Colleges
2 New American Webster Handy College Dictionary
2 New Hammond World Atlas
2 The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
2 Pacific Northwest
2 Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
2 Pictorial History of Western Art
2 Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
2 Satellites, Rockets, and Outer Space
Science Projects Handbook
2 The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
2 Shortcuts to Effective English
Silent World
Southwest
2 Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
2 20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
2 Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
2 Career Guide for Young People
The Delso Sisters, Beauticians*
2 From High School to a Job
4 How to Be an Effective Secretary
4 How to Become a Government Girl
2 How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
2 1001 New Job Opportunities
2 1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
2 Opportunities in Office Occupations
Opportunities in Phamacy Careers
2 Opportunities in Recreation and Outdoor Education
2 Opportunities in Social Work Careers
2 Opportunities in Teaching Careers
2 Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
2 So You Want to Be a Nurse
2 Television as a Career
2 Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2 Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
2 Ann Pillsbury's Baking Book
4 The Art of Dating
2 Be Happier, Be Healthier
2 Becoming Parents
2 Better Homes and Gardens Baby Book
2 Betty Bissell Book of Home Cleaning
2 Bulky Knitting
2 Calories, Vitamins, and Common Sense
2 Children's Knitting
Complete Book of Knitting and Crocheting
2 Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
2 Encyclopedia of Clothes Care
4 Etiquette and Manners
Explaining Life to a Child (Dell)
4 Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
2 Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
2 Fathers Are Parents, Too
2 First Aid for the Ailing House
2 Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
2 Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
2 Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
2 Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
2 Key to Physical Fitness
2 McCall's Easy Sewing Book
2 New Handbook of Modern Birth Control
2 New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
2 The Painless Way to Stop Smoking
2 Planned Parenthood
2 Pocket Book of Baby and Child Care (Spock)
2 Pregnancy and Birth
2 Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
2 Sex and the Adolescent
2 So You're Going to Be Married
2 Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
2 To Goof or Not to Goof
The Vanishing Adolescent
2 Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
2 ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
2 Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
2 Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
2 Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
2 How to Succeed in Politics
2 Living U. S. Constitution
Making of the President
2 A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
2 Our American Government
2 Parties and Politics in America
4 The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
2 Slums and Suburbs
2 The U.N. and How It Works
2 U. S. Political System and How It Works
The Wasted Americans
4 What We Must Know About Communism (Overstreet)

2274

65 Ga. Ave. SE
Atlanta 30315

Att: Mr. J. Popwell
3 copies each book.

3521 Ivy Rd., N.E.
Atlanta, Georgia, 30305

November 30, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you for the list of books which you sent so promptly. I have talked to Mr. Edward Moody at the Dodd House Recreation Center at 255 Dodd St., and it is his wish to order one copy of each book on the list. He has contacted people at the Summerhill-Mechanicsville Neighborhood Service Center and has made arrangements to put some of the books out for use there in the Center. The teachers at Pryor Street Elementary School are also interested in seeing and using the books with the hope of ordering additional copies of the most helpful ones. Of course, Mr. Moody and the recreation staff at Dodd House will use a good many of the books for their Study and Reading Room.

I think that the books will be put to good use, and I will be glad to make a brief follow-up report on the response to the books.

Sincerely,

Mary Evelyn Gibert

Mrs. Hugh W. Gibert

Mr. Moody. 255 Dodd Road Ave.

TO: Summerhill-Mechanicsville
Neighborhood Service Center
65 Georgia Avenue, S.E.
Atlanta, Georgia 30315

Attention: Mr. J. Popwell

ORDER:

3 copies of every book in every category.

(3 sets Basic One Hundred)

This totals 2274 books.

September 8, 1966

Mr. Hector Black
Vine City Council
560 Magnolia Street, N.W.
Atlanta, Georgia 30314

Dear Mr. Black:

I am now administering the Southern Regional Council's paperback book project and found in our files a letter of May 31, 1966 to you from Harry DeLung. I have no later correspondence and am concerned about your need for books. In your letter of April 24th to Al Ulmer, you mentioned several ways that you could use them.

I am enclosing a set of bibliographies that we have developed for our project. To avoid becoming hopelessly entangled in individual orders, we are requesting each applicant to use this "master list" to select titles. You will notice that many of the titles you sent are on our list. We hope that it can be of use to you and would be happy to hear about any programs you may have, especially tutorials and adult education projects.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

May 31, 1966

Mr. Hector Black
Vine City Council
560 Magnolia St., N.W.
Atlanta, Georgia 30314

525-7355
Hector Black

Dear Mr. Black:

Al Ulmer has forwarded your letter about our Paperback Book Project to me. The Project is really just getting underway, which explains the delay in giving you a reply.

I have enclosed a full description of the Project. In that material you will notice that we are requesting a rather detailed explanation of how the books will be used. This is necessitated by the experimental nature of the program; one of its goals is to produce data for an extensive report on the usefulness of low-cost paperback books in disadvantaged areas. This report will be a basis for any subsequent proposals for foundation grants in this area.

The types of books available is somewhat limited by the fact that they must all be available in paperback editions. The quantity is limited by the experimental nature of the program.

I am keeping your proposal of April 24, 1966, on file, and would appreciate the following additional information: What

is being done on the adult education programs (Doris Reed), what is being taught, how are the classes, etc. conducted, how many books will be needed, and how will they be used in the program? We need the same information and any other relevant details about the children's tutorial program (what ages?).

Regarding the report that is to be done on all placements of books, we will need follow-up report by the persons who are conducting the programs in which the books are used. This would be submitted long enough after the books were placed to give an idea of how effectively they were utilized as part of each particular program.

Thank you for your inquiry, and I look forward to hearing from you soon.

Yours truly,

Harry L. DeLung, Jr.
Administator for the
Paperback Book Project

HLD/pf

Vine City Council
560 Magnolia St. NW
Atlanta, Georgia 30314

April 24, 1966

Dear Al,

We are very interested in the possibility of having some paperback books for distribution in the Vine City area.

There are four main ways in which we thought we could distribute books. We have always sold books in our Thrift Shop and could charge a nominal amount--25¢ for adult titles, 10¢ for children's--just to insure that the book would be valued.

We have run contests in our neighborhood newspaper, "The Vine City Voice," and could give them as prizes.

One of our members, Doris Reed, has just returned from a Citizenship Education Program sorkshop of S.C.L.C. and wants to start adult education in Vine City. Books would be very helpful there.

The Quaker House Tutoring program involves 40 children in Vine City area and could use these books as materials in the Program and as rewards for effort.

We could use 1,500 books and I am adding a list of titles below.

We could not think of particular books in the general subjects, but the language should be simple. We could use a total of from 1,500-2,000 books.

Thanks very much for any assistance you can give us with this.

Sincerely,

Hector Black

PROPOSED BOOK LIST

for VINE CITY

50 Bread and Wine, Ignazio Silone

100 Dictionary, adult

100 Dictionary, child

50 Short Stories, Tolstoi

50 Treasure Island, Robert L. Stevenson

25 Kidnapped, " "

10 To Kill a Mockingbird, Harper Lee

10 The Fire Next Time, James Baldwin

10 other works, " "

50 Diary of a Young Girl, Anne Frank

25 Born Free,

10 The Brothers Karamazov, Dostoievski

10 Crime and Punishment, "

10 Notes from Underground, "

10 Treasury of Railroad Folklore, Botkin

20 The Plague, Albert Camus

20 The Stranger, " "

20 Edge of the Sea, Rachel Carson

50 The Sea Around Us, " "

20 The Sense of Wonder," "

20 Out of My Life and Thought, Albert Schweitzer

50 Immortal Poems, Oscar Williams (Washington Square Press)

20 Documentary History of the U. S., (Mentor Books)

50 Cry the Beloved Country, Alan Paton

50 Winnie the Pooh, A. A. Milne

50 When We Were Very Young, "

50 The House at Pooh Corner,"

20 Catcher in the Rye, Salinger

10 Poems, Robert Frost

30 Just So Stories, Rudyard Kipling

20 Spoon River Anthology, Edgar Lee Masters

10 The Invisible Man, Ralph Ellison

20 Robin Hood

10 To Do Justice, (Pyramid Press)

20 Collected Poems and Plays, Rabindranath Tagore

10 Child of Two Worlds, R. Mugo Gatheru (Anchor Press)

20 Red Badge of Courage, Stephen Crane

10 Language for Evergybody, Mario Pei (Devin-Adair)

50 The Family of Man

20 The Yearling, Rawlings

30 Wind in the Willows, Kenneth Graham

50 Aesop's Fables

20 Stride Toward Freedom, Martin Luther King

30 Strength to Love, " " "

30 Robinson Carusoe, Daniel Defoe

20 Swiss Family Robinson,

10 Black Boy, Richard Wright

10 Native Son, " "

10 Lilies of the Field,

20 A Patch of Blue, Elizabeth Kata

20 Raisin in the Sun

20 My Dog Minty

20 The Souls of Black Folk, W. E. B. DuBois

20 Nigger, Dick Gregory

20 Freedom Summer

10 Christ and Concrete

20 Rascal

20 Old Yeller,

20 The Negro Mood, Leroue Bennett

10 Who Speaks for the Negro? Robert Penn Warren

40 Child Care, Benjamin Spock

General Subjects:

Negro Biography

Nature Books for all ages (Life Magazine Series?)

Sewing

Cooking

Negro History

African Art, History Culture

September 27, 1966

Mr. Hector Black
Vine City Council
560 Magnolia Street, N.W.
Atlanta, Georgia 30314

Dear Mr. Black:

I was very pleased to get your letter today and understand your hesitation about going further. All that you have to do is select from the bibliography I sent the titles you want and how many of each and then send your order to me. The number depends simply on how many you think can be profitably used. You may order by category if you want all the books listed under it, or you may select certain titles and exclude others. (The Basic One Hundred has to be ordered as a unit.)

After your programs have been in effect for awhile, we will naturally be eager to learn about the response to the books, but you can handle this by a brief description.

I am looking forward to receiving your list.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

560 Magnolia Street, N.W.
Atlanta, Georgia 30314
September 23, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Miss Cole:

Thank you very much for your letter of September 8th. We have hesitated to go further with Paper Book Project largely because I had the impression that quite a lot of reporting and paperwork would be required from us. I would appreciate it if you could enlighten me as to whether you would need further information from us about programs in which we would use the books.

Harry DeLung asked about the children's tutorial program especially regarding the ages of the children and the ages are from 7 - 13. There are students who will be working this fall, possibly in adult education, as well as with individual children but this program has not yet gotten underway since the students are just coming in now.

We could really use the books both in our Thrift Shop and in these programs which will be under-way this fall. I do wonder if you will need more definite word than this before we place any orders.

Thanks for writing me and giving me a little push to get further along with this project.

Sincerely,

Hector Black

Hector Black

HB/b

560 Magnolia Street
Atlanta, Georgia
October 7, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Miss Cole:

Enclosed is the list of books which we should like to order. I was quite enthusiastic about the bibliography and we appreciate your sending it to us.

We will be glad to furnish you with information regarding the response which we get to the books as soon as the program gets under way.

Thank you so much for your cooperation.

Sincerely,

Hector Black

Hector Black

HB/b
encls.

October 11, 1966

Atlanta News Agency, Inc.
3875 Green Industrial Way
Chamblee, Georgia

Attention: Mr. Alvin Steingold

Book order.

TO: Mr. Hector Black
Vine City Council
560 Magnolia Street, N.W.
Atlanta, Georgia 30314

ORDER:

See attached book list.

This totals 3421 books.

VINE CITY COUNCIL

3 sets of the Basic One Hundred

Limited Vocabulary--

3-Billy Budd
3-Golden Trails
3-The Red Badge of Courage
3-The Turn of the Screw

(next page)

CHILDREN'S BOOKS--LEISURE

20 Abe Lincoln Gets His Chance
20 The Adventures of Pinocchio
20 Aesop's Fables (Dell)
21 Ah Fu: A Chinese River Boy
5 Alice Gets a New Look
5 The Anytime Rings
20 Bambi
4 Barney Beagle
20 Black Beauty
3 By Myself (I-III)
3 Case of the Aluminum Crutch
3 The Cat Book
3 Child's Garden of Verses
3 Child's Story of Ancient Days
30 Colors Are Nice
3 Coming of Flame
3 Day with Debbie*
3 The Dog Book
3 Donald Duck Book
20 The Duck on the Truck
3 The Elephant Book
10 Every Child's First English Color and Learn Book
3 The Fir Tree
3 Fish Book
3 Flame, Son of Silver Cloud
3 Four Seasons with Suzy*
3 Fun with David*
30 Fun with Dots
3 The Gilead Bomb
3 Golden Shape Books
3 Happy Children
10 The House that Jack Built
3 Humpty Dumpty Book
3 Hurry Up, Slowpoke
3 I Made a Line
3 In the Big City*
20 Jack and the Beanstalk
20 King Who Learned to Smile
3 Laugh with Larry*
3 Little Gray Mouse and the Train
3 New Girl at Merrywhether
3 Night Before Christmas
3 Our Animal Story Books
3 The Owl and the Pussycat
3 Penny Takes the Stage
3 People Read (Macmillan--Bank Street Readers)
10 Peter Pan
20 Popeye
3 Question and Answer Book
3 Read-Aloud Funny Stories
3 Robin West: Freshman Nurse
3 Robin West: Nurse's Aide
3 Samax, the Gladiator
3 Secret of the Dark Stranger
25 The Selfish Giant
3 Sturdi Contour Books
20 Sunny Days in the City*
3 Sunshine Book
3 Surprise in the Tree
3 Tip Top Elf Rand McNalley Golden Future Coloring Books
25 Three Bears and Goldilocks
25 The Tracy Twins in Japan
20 12 Days of Christmas
3 Wizard of Oz
3 Wonderbooks
3 The Wouldbegoods (Penguin-Puffin)
20 Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

10 The African (Signet)
4 African Heritage
4 African Independence (Dell)
4 Africa's Freedom
4 American Race Relations Today
10 The Angry Black South
10 Before the Mayflower--History of the Negro in America (1619-1962)
10 Black Boy
4 Black Humor
20 Black Like Me
5 Black Metropolis
20 Black Muslims in America
20 Black Nationalism
20 Black Treasure (Barlow, Tempo)
5 But Not Next Door
10 Cool World
20 Crisis in Black and White
15 Essays on the History of the American Negro
5 Fight for Freedom: Story of NAACP
20 The Fire Next Time
5 Fire-Bell in the Night
10 For Human Beings Only
30 Freedom Summer
10 From the Back of the Bus
10 Geography of African Affairs
5 Go Tell It on the Mountain
5 A Handbook of African Affairs
5 Home to Harlem
5 I Always Wanted to Be Somebody
10 Inside the Ku Klux Klan
5 In White America
20 Invisible Man
5 Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
5 Mind of the South
10 Mississippi: the Closed Society (Harvest)
30 The Movement (Hansberry)
5 Mr. Kennedy and the Negroes
20 Native Son
30 The Negro in the Making of America
30 Negro in the United States: A Brief History
5 Negro Question
20 The Negro Revolt
5 Negro Today
20 Nigger
20 Nobody Knows My Name
20 Notes of a Native Son
5 On Being Negro in America
5 Portrait of a Decade
5 Race and Nationality in American Life
5 Roosevelt Grady
5 Sex and Racism in America
20 Souls of Black Folk
5 The South and the Southerner
5 South Town
5 Southern Temper
5 The Story of Jazz
20 Strange Career of Jim Crow
20 The Strength to Love
20 Stride Toward Freedom
5 This is My Country Too
5 The Troublesome Presence
5 Up From Slavery
10 We Shall Overcome (Dell)
5 When the Word is Given
20 Who Speaks for the Negro
20 Why We Can't Wait
5 Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
4 America and Its Presidents
4 America as a Civilization
3 America in Perspective
3 American Labor (Pelling. U of Chicago)
3 The American Scene: 1600-1860
3 Americans All: Story of our Latin American Neighbors
3 Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
10 China: the Country Americans Are Not Allowed to Know
10 Christopher Columbus, Mariner
Cimarron
10 Citizen Tom Paine
20 The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
15 - The Great Dissenters
Great Untold Stories of World War II
Here to Stay
20 - Hiroshima
A History of Russia
3 History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
3 How and Why Wonder Book of the American Revolution
3 If the South Had Won the Civil War
10 Indian-Fighting Army
20 Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
3 - Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
3 Picture History of the Modern World
10 A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
10-Wonders of the World
Woodrow Wilson and the New America
5-The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

2 Art of Being a Successful Student
10 Basic Algebra Self Taught
10 Basic Biology Self Taught
10 Basic Chemistry Self Taught
2 Basic Facts of Human Heredity
2 The Body in Action
2 Books That Changed the World
20 Butterflies and Moths
20 College Scholarships and Loans: Who Gets Them--How and Why
20 Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
2 Double Your Reading Speed
10 Economics in One Lesson
2 Electronics for Everyone
Engineering
10 English for Everyone
10 English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
2 Exploration of Space
First Workbook of English
20 Flowers
20 Fossils
20 Fun with Words, Grade 1, 2, and 3
5 Fun with Words and Pictures
10 Getting Ready to Read
2 Grade One Practice Workbook Reading
5 Grammar Self-Taught
Great Inventions
20 Growing Plants
2 Help Your Child Succeed in School
2 Heredity, Race, and Society
30 How and Why Wonder Book of Beginning Science
30 How and Why Wonder Book of Our Earth
2 How Much Is a College Degree Worth to You
20 How the Great Religions Began
10 How to Become a Better Reader
2 How to Get Higher Marks in School
2 How to Prepare for College
How to Study
15 How to Study Better and Get Higher Marks
2 The Human Body
2 The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
2 Machines that Built America
20 Mammals
1 Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
2 New American Guide to Colleges
100 New American Webster Handy College Dictionary
50 New Hammond World Atlas
The New Mathematics Dictionary and Handbook
2 New Ways to Greater Word Power
2 Number Fun
10 Pacific Northwest
2 Parent's Guide to Children's Reading
2 Penguin Dictionaries (Art, Music, Politics, etc.)
25 Penguin Encyclopedia
20 People and Places
20 Pictorial History of Western Art
20 Picture History of Painting
10 Rapid Vocabulary Builder
20 Reptiles and Amphibians
2 Sailing
30 Satellites, Rockets, and Outer Space
10 Science Projects Handbook
20 The Sea Around Us
2 Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

20 Seashores
2 Shortcuts to Effective English
1 Silent World
20 Southwest
2 Stop, Look, and Write
2 The Strange Story of Our Earth
2 30 Days to a More Powerful Vocabulary
2 3-In-1 Workbook, Grade 1 and 2
25 Trees
2 20 Steps to Perfect Spelling
2 Walt Disney Story of Our Friend the Atom
25 Weather
2 Words Most Often Misspelled and Mispronounced
2 You and Your Senses
10 Zoology

VOCATIONAL GUIDANCE

10 The Bantam Book of Correct Letter Writing
20 Career Guide for Young People
2 The Delso Sisters, Beauticians*
From High School to a Job
20 How to Be an Effective Secretary
2 How to Become a Government Girl
20 How to Land the Job You Want
30 John Leveron, Auto Mechanic*
20 Marie Perrone, Practical Nurse*
2 The Millers and Willie B.; Butcher, Baker, Chef*
5 1001 New Job Opportunities
5 1001 Top Jobs for High School Graduates
2 Opportunities in Agricultural Engineering
2 Opportunities in Free Lance Writing
10 Opportunities in Machine Shop Trades
10 Opportunities in Office Occupations
10 Opportunities in Pharmacy Careers
10 Opportunities in Recreation and Outdoor Education
10 Opportunities in Social Work Careers
10 Opportunities in Teaching Careers
20 Six Ways to Get a Job
10 So You Want to Be a Doctor
10 So You Want to Be a Lawyer
10 So You Want to Be a Nurse
20 Television as a Career
30 Touch Typing in 10 Lessons
10 Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2 Accident Handbook
2 All New Fannie Farmer's Boston Cooking School Cook Book
10 Ann Landers Talks to Teenagers About Sex
2 Ann Pillsbury's Baking Book
2 The Art of Dating
2 Be Happier, Be Healthier
5 Becoming Parents
10 Better Homes and Gardens Baby Book
2 Betty Bissell Book of Home Cleaning
2 Bulky Knitting
Calories, Vitamins, and Common Sense
10 Children's Knitting
5 Complete Book of Knitting and Crocheting
5 Complete Guide to Home Sewing
10 Cookbook for Beginners
2 Drink, Eat, and Be Thin
2 Encyclopedia of Clothes Care
2 Etiquette and Manners
2 Explaining Life to a Child (Dell)
2 Facts of Life and Love for Teenagers
2 Facts of Love and Marriage for Young People
10 Family First Aid
10 Family Legal Adviser
10 Family Medical Encyclopedia
2 Fannie Farmer Junior Cook Book
2 Fathers Are Parents, Too
2 First Aid for the Ailing House
2 Gardening the Easy Way
10 Good Housekeeping Book of Baby and Child Care
2 The Handy Book of Gardening
15 Heloise's Housekeeping Hints
2 Home Maintenance: Quick and Easy Guide
10 Household Encyclopedia
2 Householder's Manual
10 How to Clean Everything
2 The I Never Cooked Before Cookbook
2 Infant Care (Lancer Books)
Instant Household Tricks
2 Instant Kitchen Tricks
2 Key to Physical Fitness
2 McCall's Easy Sewing Book
New Handbook of Modern Birth Control
2 New Ways in Sex Education
2 Nutrition in a Nutshell
On Life and Sex
5 1001 Questions and Answers from the Family Handyman
2 The Painless Way to Stop Smoking
Planned Parenthood
10 Pocket Book of Baby and Child Care (Spock)
5 Pregnancy and Birth
2 Premarital Dating Behavior
2 Protecting Yourself and Family
5 Sewing: New Ways, New Tools
2 Sex and the Adolescent
2 So You're Going to Be Married
2 Social Security and Medicare (Dell)
2 Stop Dieting: Start Losing
2 Tell Me, Doctor
2 To Goof or Not to Goof
2 The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

5 ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
2 How to Succeed in Politics
2 Living U.S. Constitution
2 Making of the President
10 A Manual for Direct Action (Quadrangle Books)
2 National Relocation and Housing Guide
Our American Government
2 Parties and Politics in America
2 The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
2 Questions and Answers on American Citizenship
Report of the County Chairman
10 Slums and Suburbs
2 The U.N. and How It Works
2 U.S. Political System and How It Works
2 The Wasted Americans
2 What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

5 Buyer's Guide to Nearly Everything
20 Consumer's Guide to Better Buying
20 Family Handbook of Dollars and Sense
30 How and Where to Borrow Money
30 How to Borrow Money
5 How to Get More for Your Money
30 How to Lower Your Food Bills
2 How to Spend More, Owe Less, and Live Better
2 Principles of Cooperation (Bogardus, Cooperative League of USA)
10 Sense with Dollars
2 Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
10 Vice President in Charge of Revolution (McGraw Hill)

December 21, 1966

Mr. Hector Black
560 Magnolia Street, N.W.
Atlanta, Georgia 30314

Dear Mr. Black:

I am glad you have received the books. The Atlanta News Agency enclosed a bill so that you could check to see that all the books listed on it were in your shipment. You can keep it for your records.

Best wishes,

Miss Louise Cole
Paperback Book Project

560 Magnolia Street, N. W.
Atlanta, Georgia
December 12, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Miss Cole:

I have not gotten all the way through the books which arrived Saturday, but I will take out any copy of Lift Every Voice.

There was a bill enclosed, and am I right in assuming I should send it on to you?

The books are wonderful and we are really looking forward to putting them to good use. Thanks again.

Sincerely,

Hector Black

Hector Black

HB/b

ECONOMIC OPPORTUNITY ATLANTA, INC.
WEST END NEIGHBORHOOD SERVICE CENTER
725 LAWTON ST S.W.
753-6101

30310

December 27, 1966

Miss Louise Cole
Southern Regional Council, Incorporated
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Re: Paper Book Project

Dear Miss Cole:

Per our phone conversation of a week ago, I am submitting the attached list of books which we would like to have if and when you receive additional funds.

I, myself, have a group of twenty teenagers that could use these books profitably.

It is hoped that the teenage project I am now working on will be expanded in the near future.

We have a club house now, and it would be excellent if we could have the requested books, for a browsing library which the girls can use.

In addition to the teenagers, Miss Marcia Brooks, the Pre-school Technician, has approximately sixty children who could get much enjoyment from the children's selection of books.

I hope you are feeling better. I and my agency would like to extend to you andyour agency the warmest Holiday Greetings.

We have appreciated your efforts on our behalf and hope that the books will be forthcoming.

Sincerely,

Penny Blackford

(Miss) Penny Blackford
Social Worker with Youth

PB:mj
Enclosures

TEENAGERS, ADULTS LEISURE READING

Adventures of Huckleberry Finn
Adventures of Robin Hood
Adventures of Tom Sawyer
Alice's Adventures in Wonderland and Through the Looking Glass
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anne Frank: Diary of a Young Girl

Beasts of Tarzan
Beatles in a Hard Day's Night
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Brave New World
Bridges at Toko-Ri
Bulfinch's Mythology

Call of the Wild; White Fang
Casino Royale
Catcher in theRye
Cheaper by the Dozen
A Christmas Carol
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Cry, the Beloved Country

A Day in the Life of President Kennedy
Dennis the Menace books
Devil's Advocate

Easy to Make Gifts
Exodus

Fall of the House of Usher
Family Nobody Wanted
For the Love of Peanuts, othe Peanuts books (Schulz)
Fury

Genghis Khan (Lamb)
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Great American Short Stories
The Great Escape
Great Expectations
Great Tales of Action and Adventure

His Eye Is on the Sparrow
The Hound of the Baskervilles
Humor of J.F.K.
Hunchback of Notre Dame

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inn of the Sixth Happiness
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki'

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
Legend of Sleepy Hollow
Lilies of the Field
Lord of the Flies
Lost on Venus

Major American Poets
The Man Who Never Was
The Many Loves of Dobie Gillis
Mastermind of Mars
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
The Most Dangerous Game
Mysterious Stranger and Other Stories

New Pocket Anthology of American Verse
1984
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O.Henry
Prince and the Pauper
Pudd'n Head Wilson

Quest of theSnow Leopard

A Raisin in the Sun
The Red Badge of Courage
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story

Scaramouch
The Scarlet Letter
Sea Wolf
Seventeen
Shane

The Shook-up Generation
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teenville, USA
Ten Modern American Short Stories
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
Travels of Marco Polo
Treasure Island
20,000 Leagues Under the Sea

Von Ryan's Express

War Beneath the Sea
War of the Worlds
What Then Is Love

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
Pere Goriot	Honore de Balzac
David Cooperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
Silas Marner	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
Tess of the D'Urbervilles	Thomas Hardy
The Scarlet Letter	Nathaniel Hawthorne
Green Mansions	W. H. Hudson
The Prince	Niccelo Machiavelli
The Scarlet Pimpernel	Baroness Orezy
Aesop's Fairy Tales	Aesop
Hamlet	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare
The Tempest	William Shakespeare
Frankenstein	Mary Shelley
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
The Prince and the Pauper	Mark Twain
Around the World in Eighty Days	Jules Verne
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Invisible Man	H. G. Wells
Leaves of Grass	Walt Whitman
The Picture of Dorian Gray	Oscar Wilde

CHILDREN"S BOOKS--LEISURE

(Miss Brook's Selection for Pre school Program)

Bambi
Black Beauty
The Cat Book
Child's Garden of Verses
Colors Are Nice
Donald Duck Book
The Fir Tree
Fish Book
Happy Children
Humpty Dumpty Book
Jack and the Beanstalk
King Who Learned to Smile
Our Animal Story Books
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Sunshine Book
Three Bears and Goldilocks
Wynken, Blynken & Nod

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

American Race Relations Today
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Like Me
From the Back of the Bus
Go Tell It on the Mountain
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
Lift Every Voice: The Lives of Booker T. Washington, W.E. B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Native Son
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
Strange Career of Jim Crow
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
A Night to Remember
The Octopus
Paul Revere and the World He Lived In (Sentry)
Picture History of the Modern World
Roughing It
Stillness at Appomattox
Wonders of the World

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
English for Everyone
Fun with Workds, Grade 1, 2, and 3
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Prepare for College
Mathematics in Everyday Things
New American Webster Handy College Dictionary
Penguin Dictionaries (Art, Music, Politics, etc.)
Picture History of Painting
Rapid Vocabulary Builder
Walt Disney Story of Our Friend the Atom

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

The Art of Dating
Calories, Vitamins, and Common Sense
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Facts of Life and Love for Teenagers
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Heloise's Housekeeping Hints
How to Clean Everthing
McCall's Easy Sewing Book
Sex and the Adolescent

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
1001 Top Jobs for High School Graduates
So You Want to Be a Nurse
Touch Typing in 10 Lessons

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

The Peace Corps (Kittler)
U.S. Political System and How It Works
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everthing
How and Where to Borrow Money
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)

TO: Miss Penny Blackford
West End Neighborhood Service Center
725 Lawton Street
Atlanta, Georgia 30310

ORDER:

10 copies of Six Great Modern Plays

(We are paying bill for 3 other titles)

November 22, 1966

Mrs. W. D. Gilmer
Study Supervisor
Glynn County Community Service Center
~~2614 Cochran Avenue~~ P.O. Box 1814
Brunswick, Georgia

Dear Mrs. Gilmer:

I am pleased to hear about your plans to use paperback books in the supervised study, tutorial, and homemaker services of the Glynn County Community Service Center. Your program qualifies for our project, and we wish you success in getting people interested in books.

I have sent your order to the Atlanta News Agency, which will collect and ship the books. Allow about three weeks for delivery. I have requested two copies of each title on the list you sent. If you wish more copies or more titles, let me know soon, for our project has been funded for a limited period of time.

After your program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

TO: Mrs. W. D. Gilmer
Study Supervisor
Glynn County Community Service Center
~~2614 Cochran Avenue~~ P.O. Box 1814
Brunswick, Georgia

ORDER:

TWO copies of each book on the attached book list.

This totals 302 books.

GLYNN COUNTY COMMUNITY SERVICE CENTER
2614 Cochran Avenue
Brunswick, Georgia

Southern Regional Council Inc.
5 Forsythe Street N. W.
Atlanta, Georgia

Dear Miss Cole:

We are in the process of opening in Glynn County a Community Service Center with funds provided by the Economic Opportunity Act of 1964. This Center will provide a variety of services for people with low incomes.

One of these activities is an after school program of supervised study and tutorial service. We also provide Homemaker Service. Home visits are made to help improve food preparation budgeting, health, child care, ect. We have obtained one of your list and feel many of these books could be used to advantage in the program we hope to offer.

Our Community Center is still being prepared for use so we cannot at this time tell you the number we will serve. As our program becomes established and is well known to the community we expect to serve a large number of people.

The information we have on your project is somewhat limited, however, we understand these books are offered free to groups who qualify. We are enclosing a list of books we think will enhance our program.

If we are being presumptious in sending this list before hearing more from you please disregard it. We are sending it with the hope that should we qualify the books can be here by the time our Center is ready for use.

Sincerely yours,

Carlene Gilmer

Mrs. W.D. Gilmer
Study Supervisor

Enclosure

Glynn County Community Service Center

TEENAGERS, ADULTS LEISURE READING

2 copies of every book requested

Adventures of Huckleberry Finn
Adventures of Robin Hood
Adventures of Tom Sawyer
African Treasury
Animal Farm
Basketball
Batman Books
Beasts of Tarzan
Becky's Island
Behind the Plate
Call of the Wild; White Fang
Cheaper by the Dozen
A Christmas Carol
Dennis the Menace books
Easy to Make Gifts
Family Nobody Wanted
Fighting Marines
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
Fresh and Salt Water Fishing
His Eye is on the Sparrow
I Always Wanted to be Somebody
The Jungle Books
Lassie Come-Home
My Life as an Indian
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make your Own Secorations and Gifts Book
Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
Old Yeller
Prison Nurse
Shane
Superman Books

History (Mainly American)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Indians of the Americas
Our 50 United States
They all Discovered America

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

African Heritage
Before the Mayflower--History of the Negro in America (1619-1962)
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. DuBois, Mary Church Terrall and James Weldon Johnson (Doubleday)
Up From Slavery

CHILDREN'S BOOKS**LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Suzy*
Fun With David*
Fun with Dots
Golden Shape Books
Happy Children
I Made a Line
In the Big City*
Night Before Christmas
Our Animal Story Books
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Nurse's Aide
Sunny Days in the City*
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
From High School to a Job
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
Six Ways to Get a Job

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Complete Handbook of Better English
Double your Reading speed
English for Everyone
English Through Pictures, Books 1 and 2
Everyday Arithmetic Self Taught
First Workbook of English
Fun with Words, Grade 1,2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Help Your Child Succeed in School
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How to Become a Better Reader
How to get Higher Marks in School
How to Study
Little Book of Stars
Mammals
Math, Grade 1,2,3,4
Mathematics in Everyday Things
Mathematics Tables and How to use them
New American Webster Handy College Dictionary
New Hammond World Atlas
New Ways to Greater Word Power
Number Fun
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
Rapid Vocabulary Builder
Satellites, Rockets, and Outer Space
The Sea Around Us
Sea Shells
Seashores
Shortcuts to Effective English
Stop, Look, and Write
3-in-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Ann Landers Talks to Teenagers About Sex
Complete Guide to Home Sewing
Cookbook for Beginners
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Instant Household Tricks
Instant Kitchen Tricks
McCall's Easy Sewing Book
Pocket Book of Baby and Child Care
Your Adolescent at Home and in School

THE FAMILY** CONT'D

Your Complete Home Medical Reference Book

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Consumer's Guide to Better Buying
How to Get More for Your Money
How to Lower Your Food Bills
Sense with Dollars

November 29, 1966

Mrs. Josephine F. Wilkes
Director
Glynn County Community Service Center
Cochran and P Streets
Brunswick, Georgia

Dear Mrs. Wilkes:

I have your letter of November 15th to Judy and the information about the Glynn County Community Service Center. Before this letter landed on my desk, I received a letter and book order from Mrs. Gilmer. I wrote her on November 22nd that I had sent her order to the Atlanta News Agency, so all the "busy work" by this time is finished.

Judy and I are so pleased that you can use the books in your center. In Judy's words, thanks for a wonderful letter.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Tuesday,
November 15, 1966

Dearest Judy,

Thanks loads! This is just what the doctor ordered. I am in process of setting up Glynn County Community Services Center (OEO). I gave the bibliography to Mrs Gilmer, our study supervisor; she will be writing the order. Our homemaker aides are also interested in the books pertaining to family care, etc. We are so excited over these books! "Luff" you for thinking of me.

Am enclosing material about center. We need everything! If you have any ideas, please let me hear from you.

Sincerely,
Jo Nell

GLYNN COUNTY COMMUNITY SERVICE CENTER

Cochran and P Streets
Brunswick, Georgia

Josephine F. Wilkes
Director

Tel no. 912-265-2783

October 31, 1966

With the passage of the Economic Opportunity Act of 1964, American communities have an unprecedented opportunity to improve the conditions of their educationally, economically and culturally deprived people.

The Glynn County Community Service Center is designed to serve as a nucleus on the local level around which community organization, involvement and action in the Economic Opportunity Act of 1964 can be developed and implemented.

The Center is responsible to the Community Action Committee which is composed of city and county officials and representatives from local civic, business, minority groups, public, and private agencies. The Community Action Committee determines from statistics and local opinions the unmet needs of the low-income families, and the Center develops programs to meet these needs. Our goal is to deliver services and programs which will result in the elimination of poverty for individuals, families and the community. We hope to promote and facilitate effective involvement of the local residents in the solution of their problems as well as to help answer poverty problems on the local level. It is our desire to help people gather and use their own resources, as well as those in the community at large and to aid them in developing the competence to work in their own behalf toward the resolution of the social and economic problems of poverty in their neighborhood.

The Center will bring a number of services to the local level and coordinate these in a central and accessible facility.

Many people are not aware of the agencies in this community that might be able to serve them. There are families, who might be eligible for public assistance, that do not know they are eligible even though there is a welfare department here. Many unemployed and underemployed people are not aware of local employment services or manpower programs. Many sick people do not know about free health facilities that are available to them. Poor people with legal problems do not know about the availability of low-cost or free legal services. The information that they have about existing agencies is often incomplete, inadequate, incorrect, and discouraging. Therefore, it is the function of the Glynn County Community Service Center to make people aware of the agencies that exist to serve them and to make sure that the community can and does use every available resource in its war on poverty. To accomplish this, we plan to use the technique of out-reach, referral and follow-up.

Outreach - Using the services of our home management aides, we hope to inform people about the Center and its program as well as to gather information about their conditions and needs. The aides will work with persons receiving food commodities through the food distribution program in preparing, planning, and serving nutritious meals, in developing careful buying practices and keeping simple records of expenditures; in hygienic practices in handling, preparing, serving, and storing food; in meeting ordinary emergencies which might arise in a family; in developing some abilities in caring for children; in maintaining family routine and activities, and in providing services for the sick and elderly. A special study program will provide supervised planned hours of study, instruction and exposure to the true meaning of learning. The program will be closely coordinated with the local P. T. A. groups and the teachers of the students involved. The study supervisor is responsible for the student groups who utilize the Center during afternoon school hours and

will give specialized attention as needed in the areas of a remedial nature. Supervised recreation programs for indigent youngsters will also be provided in the Center.

Referral and Follow-up - In many cases, we will have to refer those who come for help to other public and private agencies. Therefore, it is essential that we know about the rules and regulations of the other agencies to whom we will refer. We will follow-up on every referral we make by retaining contact both with the person and the agency to which he was referred. We wish to work with all of the community agencies in designing long-range plans for comprehensive services for our indigent residents which would include health, welfare, education, legal and job training programs. We hope to motivate our low-income families to become useful citizens and to contribute to the improvement of our community.

The ultimate objective of the war on poverty is to eradicate poverty by eliminating the factors which cause it. An underlying factor causing poverty in every community in the country is the inability of the poor to earn an adequate income. In surveys all over the country, 7 out of 10 poor persons list jobs as a major expectation from the Poverty Program. The significance of employment-oriented programs in a war on poverty is emphasized in the Economic Opportunity Act of 1964, which specifies that community action programs be conducted in the fields of job training and counseling, employment, and vocational rehabilitation, among others.

In response both to the Congressional mandate and to the aspirations of poor persons to make a decent living, the Office of Economic Opportunity through its Community Action Program, must address a major portion of its attack on poverty to programs which improve the opportunity of poor persons to obtain adequate education and skills necessary to compete for better paying jobs.

The annual net family income poverty level criteria established by the Office of Economic Opportunity is - -

Non-farm:	1 person,	$1,500
	2 persons,	$2,000
	2-7 persons,	$2,000 plus $500 each
	Over 7 persons,	$5,000
Farm:	1 person,	$1,090
	2 persons,	$1,400
	3 persons,	$1,750
	4 persons,	$2,000
	5 persons,	$2,400
	6 persons,	$2,800
	7 persons,	$3,150
	Over 7 persons,	$3,500

The Glynn County Community Service Center has assumed a great responsibility to alleviate the problems of poverty. However, we know that these problems can be solved through the concerted efforts of the local citizens, public and private agencies. It thus becomes the duty of the Center to mobilize our local public and private resources, to develop programs of sufficient size and scope that will promise to eliminate causes of poverty, and to involve the poor in developing and operating this anti-poverty attack.

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
ATLANTA, GEORGIA 30303

Mrs. J.C. WOLKES
814 Beachview Drive
Jekyll Island, Ga. 31520

Postmaster: This parcel may be opened for postal inspection if necessary.
Return Postage Guaranteed.

November 10, 1966

Dear Jo...

Trying to ignore the eletion and do something constructive, I ran across something here I know will interest you. SRC HAS (please excuse the typing) a grant to distribute paperback books FREE to schools, day care centers, etc. etc. -- anybody who can use them. (I'm enclosing a letter which gives some of the specifics). Frances may have contacted your chapter president about this, but like everything else, it needs follow through. I thought it might be something you might take under your wing.

All you need to do is order them. They will be sent FREE anywhere you designate -- church library, OEO, possibilities unlimited. I'm also enclosing a bibliography. Let me know if you're interested as soon as you can.

I don't know if I ever wrote to tell you what a great time I had in Jekyll. I meant to, anyway. One of the best parts was meeting you and your husband. I think you're one of the reasons that makes the Brunswick chapter so "turned on" as my oldest would say...which is why I thought of you when I ran across this.

Fondly,

Judy Neiman

GLYNN COUNTY COMMUNITY SERVICE CENTER
2614 Cochran Avenue
Brunswick, Georgia

December 1, 1966

Southern Regional Council Inc.
5 Forsythe Street N. W.
Atlanta, Georgia

Dear Miss Cole,

After being informed that books are still available, I am sending a second order for the Glynn County Community Service Center.

We appreciate this service very much and feel these books will be of great value to our study program.

Sincerely yours,

Carlene Gilmer

Mrs. W. D. Gilmer
Study Supervisor

CG/sh

TEENAGERS, ADULTS LANGUAGE LEARNING

Alice's Adventures in Wonderland and Through the Looking Glass
A Boy Ten Feet Tall
Buffalo Chief
Bulfinch's Mythology
Cry, the Beloved Country
A Day in the Life of President Kennedy
Goldfinger
Great American Short Stories
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
How to draw and Paint
How to write a Song
Humor of J.F.K.
Immortal Poems of the English Language
Inherit the Wind
Kidnapped
Kim
Kon-Tiki
Legend of Sleepy Hollow
Major American Poets
The Many Loves of Dobie Gillis
The Night They Burned the Mountain
No Time for Sergeants
Old Man and the Sea
The Football Handbook
Robinson Crusoe
Tecumsville, USA
Time is the Simplest Thing
Vietnam Diary
A Zoo in my Luggage

1 set Classics Shelf ~~and Limited Vocabulary Editions~~

The Last of the Mochicans
The Story of My Life
The Call of the Wild
Treasure Island
Huckleberry Finn
The Prince and the Pauper
Tom Sawyer
Robin Hood
The First Men in the Moon

LIMITED VOCABULARY --
Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

HISTORY (MAINLY AMERICAN)

America and Its Presidents
Americans All: Story of our Latin American Neighbors
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transform Itself, 1900-1950
Brief History of the U.S.
China: The Country Americans Are Not Allowed to Know
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War With Germany
Combat: War with Japan
Eight Courageous Americans
George Washington (Mentor)
Great Untold Stories of World War II
Hiroshima
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
Inside Europe Today
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
The New Asia
Only Yesterday
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
Presidents of the USA: Profiles and Pictures
Stillness at Appomattox
Stories of Modern America
Thomas Jefferson
A Time to Stand
Wonders of the World
The World of Ancient Man
World War II in Pictures

CHILDREN'S BOOKS--LEISURE

The Anytime Rings
The House That Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
Jack and the Beanstalk
King Who learned to Smile
Laugh with Larry
Little Gray Mouse and the Train
New Girl at Merryweather
The Owl and the Pussycat
Penny takes the Stage
People Read (Macmillan**Bank Street Readers)
Peter Pan
Samax, the Gladiator
Secret of the Dark Stranger

CHILDREN'S BOOKS--LEISURE CONT'D

The Selfish Giant
Sturdi Contour Books
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

Black Humor
Black Like Me
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
I Always Wanted to be Somebody
Mind of the South
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Today
The South and the Southerner
The Story of Jazz
Years Pictorial History of the American Negro

VOCATIONAL GUIDANCE

Career Guide for Young people
The Delso Sisters, Beauticians
How to Be an Effective Secretary
How to Land the Job You Want
1001 Top Jobs for High School Graduates
Opportunities in Machine Shop Trades
Opportunities in Recreation and Outdoor Education
Opportunities in Teaching Careers
So You Want to Be a Nurse
Touch Typing in 10 Lessons
Writing Fiction

COMMUNITY IMPROVEMENT AND POLITICAL

Basic Facts of American Government
Democracy in America (Mentor)
Handbook of Everyday Law
Living U.S. Constitution
Slums and Suburbs
The U.N. and How It Works
The Wasted Americans

CONSUMERS, COOPERATIVES

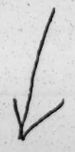
Buyer's Guide to Nearly Everything
How and Where to Borrow Money
How to Spend More, Owe Less, and Live Better

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Pillsbury's Baking Book
Be Happier, Be Healthier
Becoming Parents
Bulky Knitting
Children's Knitting
Complete Book of Knitting and Crocheting
Encyclopedia of Clothes Care
Fannie Farmer Junior Cook Book
Fathers are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintance: Quick and Easy Guide
Household Encyclopedia
How to clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Key to Physical Fitness
Nutrition in a Nutshell
Planned Parenthood
Sewing: New Ways, New Tools
Social Security and Medicare (Dell)
To Goof or Not to Goof
The Vanishing Adolescent

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
Books That Changed the World
Exploration of Space
Flowers
Fossils
Growing Plants
How to Study Better and Get Higher Marks
Man in Flight
The New Mathmetics Dictionary and Handbook
People and Places
Sailing
Silent World
Southwest
The Strange Story of our Earth
30 Days to a More Powerful Vocabulary
Walt Disney Story of our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced



You and Your Senses
Zoology

An additional order

TO: Mrs. W. D. Gilmer
Study Supervisor
Glynn County Community Service Center
P. O. Box 1814
Brunswick, Georgia

ORDER:

One copy of each book on the attached book list.

This totals 283 books.

Requested by Randolph Blackwell.

TO: The Hancock County Community Center
c/o Miss Carolyn Scott
553 East Broad Street
Sparta, Georgia

ORDER:

One copy of every book in every category except "Consumers, Cooperatives." For this category, 3 copies of each book.

This totals 782 books.

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

NAN: please look into this and decide if and how we can help them; since we have been so long in considering this request, please send an acknowledgement letter and tell them that they will hear from us further in the near future.

HARRY

June 3, 1966

Mr. Harry DeLung, Jr.
Administrator for the Paperback Book Project
Southern Regioan Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. DeLung, Jr.:

Mrs. Pauley, Director of the Georgia Council, has turned your letter to Mr. W. A. Morris to me for follow through.

Susie Dunlap School is in need of books of any kind. It has the space, but few books. If you have a book list, I would like to have a copy of it. Then interested persons could go through it and submit a proposal. If you have a limitation on the number of books for any one proposal, I would like to know. Please send us a copy of your guidelines.

Very truly yours,

Hubert D. Thomas

Hubert D. Thomas
Field Director

HDT:web

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MRS. HARRY V. RICHARDSON, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
THE REVEREND OLIVER W. HOLMES, ASSOCIATE DIRECTOR

Mr. Hubert D. Thomas
Georgia Council on Human Relations
52 Fairlie Street, N.E.
Atlanta, Georgia

Dear Mr. Thomas,

Harry DeLung, with apologies for tardiness, has forwarded your letter of June 3, 1966 to me. I believe that the enclosed guidelines will explain the information we must have before we can consider the Susie Dunlap proposal. For example, we need to know how the books in the library will be used. Are the students encouraged to use the library through any specific programs?

We do not have a book list as of yet. The only requirement in requests is that they be available in paperback books. W.A. Morris may either make his proposal in broad categories of books or he may cite some particular books that he desires. No arbitrary quota has been set to limit the number of books for a request. It is flexible to the nature of the proposal.

I hope to receive more information soon. At that time we will be able to consider sending the books.

Sincerely,

Nan Pendergrast
paperback distribution

Thomasville City School System
DUNLAP ELEMENTARY SCHOOL
P. O. BOX 918
Thomasville, Georgia

W. A. MORRIS
PRINCIPAL

CHARLES McDANIEL
SUPERINTENDENT

September 27, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

Enclosed find list of books selected from the bibliography that you sent to us.

Thank you for allowing us to select books from your project. These books will increase the number of books that we need per child and they will certainly enhance the reading capacity of our children.

Very truly yours,

W. A. Morris

W. A. Morris, Principal

WAM:rb

Enclosures: 3

cc: Hubert Thomas

September 21, 1966

Mr. W. A. Morris, Principal
Dunlap Elementary School
P. O. Box 918
Thomasville, Georgia

Dear Mr. Morris:

I am now administering the Southern Regional Council's paperback book project and found in our files correspondence with you and Mr. Hubert Thomas of the Georgia Council on Human Relations. I would like very much to know more about your need for books and am happy to report that we have worked out the details of our project further so that it is easier for applicants to make selections.

Enclosed is the bibliography that we are using. The number of books that you select depends simply on how many you think you will need for your program. You may wish all the books in a category, or you may want to select certain titles and exclude others. Also, you may want more than one copy of some titles. When you have made your selection, just send us a list, by category or title, and how many copies of each book.

Since our project is experimental, we will need later a brief follow-up report to learn about the response to the books.

I hope to hear from you soon. If you have any questions, please don't hesitate to ask.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

May 31, 1966

W.A. Morris, Principal
Dunlap Elementary School
P.O. Box 918
Thomasville, Ga.

Dear Mr. Morris:

Your letter inquiring about the Southern Regional Council's Paperback Book Project has been forwarded to me by Mr. Ed. Stanfield.

The project is limited and experimental in scope, and for this reason we are channeling all requests for books through the appropriate state council on human relations. I am advising Mrs. Frances Pauley of the Georgia Council of your interest, and I suggest that you submit a proposal directly to her.

Thank you for your inquiry.

Yours truly,

Harry L. DeLung, Jr.,
Administrator for the
Paperback Book Project

cc: Mrs. Frances Pauley
Georgia Council on Human Relations
52 Fairlie Street, N.W.
Atlanta, Georgia

TO GA. COUNCIL

Thomasville City School System
DUNLAP ELEMENTARY SCHOOL
P. O. BOX 918
Thomasville, Georgia

W. A. MORRIS
PRINCIPAL

CHARLES McDANIEL
SUPERINTENDENT

May 17, 1966

Mr. Ed Stanfield
Southern Regional Council
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Mr. Stanfield:

Mr. Hubert Thomas informed me there was a possibility of obtaining paper-back copies of books for elementary children through your office.

We would appreciate any consideration you may give the Susie H. Dunlap Elementary School, Thomasville, Georgia in securing these books.

Very truly yours,

W. A. Morris

W. A. Morris, Principal

WAM/rb

TO: Mr. W. A. Morris, Principal
S. H. Dunlap Elementary School
P. O. Box 918
Thomasville, Georgia 31792

ORDER:

See attached book list.

This totals 437 books.

Dunlap Elementary School
P. O. Box 918
Thomasville, Georgia

Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

NO. COPIES	TITLE
2 (of each)	Children's Books—Leisure (134 books)
1 (of each)	Negro History, Culture, Race Relations, African History (~~156~~ 67 books)

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

1	Art of Being a Successful Student
1	Complete Handbook of Better English
1	Darwin and the Modern World View
1	Double Your Reading Speed
1	English Through Pictures, Books 1 and 2
1	Everglades National Park
1	First Workbook of English
1	Fun with Words, Grade 1, 2, and 3
1	Fun with Words and Pictures
1	Getting Ready to Read
1	Grammar Self-Taught
1	Help Your Child Succeed in School
1	How and Why Wonder Book of Beginning Science
1	" " " Our Earth
1	How to Become a Better Reader
1	How to Get High Marks in School
1	How to Study
1	How to Study Better and Get Higher Marks
1	The Human Body
1	Little Book of Stars
4	New American Webster Handy College Dictionary
4	New Hammond World Atlas
1	New Ways to Greater Word Power
1	Penguin Dictionaries (Art, Music, Politics, etc.)
4	Penguin Encyclopedia
1	People and Places
1	Rapid Vocabulary Builder
1	Sea Shells
1	Seashores
1	Trees
1	Weather
1	You and Your Senses

VOCATIONAL GUIDANCE

1	The Bantam Book of Correct Letter Writing
1	Marie Perrone, Practical Nurse
1	So You Want To Be A Doctor
1	" Librarian
1	" Lawyer
1	" Nurse
1	Touch Typing in 10 Lessons

THE FAMILY—HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

1	Household Encyclopedia
1	" Manual
11	How to Clean Everything
1	Your Complete Home Medical Reference Book
1	Complete Book of Knitting and Crocheting
1	Encyclopedia of Clothes Care
1	Etiquette and Manners
1	Family First Aid
1	All New Fannie Farmer's Boston Cooking School Cook Book
1	Tell Me, Doctor

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

1	ABC's of Community Planning (Sears)
1	" " Urban Renewal "
1	America Tomorrow, Creating the Great Society
1	Basic Facts of American Government
1	Democracy in America (Mentor)
1	Living U.S. Constitution
1	Making of the President
1	Questions and Answers of American Citizenship
1	The U.N. and How It Works
1	U.S. Political System and How It Works

CONSUMERS, COOPERATIVES

1	Buyer's Guide to Nearly Everything
1	Vice President in Charge of Revolution (McGraw Hill)
1	Adventures of Huckleberry Finn
1	" Robin Hood
1	Alice's Adventures in Wonderland and Through the Looking Glass
1	All the King's Men
1	An American Tragedy
2	Andersonville (Sig.)
1	Animal Farm
1	Away All Boats
1	Batman books
1	The Bedford Incident
1	Beverly Hillbillies Book of Country Humor
1	Blackboard Jungle
1	Born Free
1	A Christmas Carol
3	A Day in the Life of President Kennedy
1	Dennis the Menace Books
3	Easy to Make Gifts
1	Exodus

Teenagers, adults leisure

1	Folksongs for Fun
1	Georgia Boy
1	The Good Earth
1	Goodbye, Mr. Chips
2	Great American Short Stories
1	How to Draw and Paint
1	How to Write s Song
3	Humor of J.F. K.
2	I Always Wanted To Be Somebody
1	The Incredible Journey
1	Lassie Come-Home
1	McCall's Make Your Own Decorations and Gifts Book
1	My Life and Hard Times
1	My Lord, What a Morning
1	The Night They Burned the Mountain
1	No Time for Sergeants
1	Popular History of Music
1	Romeo and Juliet and West Side Story
1	The Scarlet Letter
2	Seventeen
3	Six Great Modern Plays
1	Somebody Up There Likes Me
1	Superman Books
1	Swiss Family Robinson
1	Travels of Marco Polo
1	Vietnam Diary
1	Pride and Prejudice
1	The Wizard of Oz
1	Alice's Adventures in Wonderland
1	A Christmas Carol
1	A Tale of Two Cities
1	Silas Marner
1	The Autobiography of Benjamin Franklin
1	The Legend of Sleepy Hollow
1	The Story of My Life
1	Moby Dick
1	Edgar Allen Poe, Selected Stories And Poems
2	Aesop's Fairy Tales
1	Ivanhoe
1	As You Like It
1	Julius Caesar
1	The Merchant of Venice
1	A Midsummer Night's Dream
1	Treasure Island
1	Gulliver's Travels
1	Tom Sawyer
1	The First Men in the Moon
1	The Virginian

Send one set of Basic One Hundred.

TECHNICAL RURAL AGRICULTURE PROJECT
P.O. Box 652
Thomasville, Georgia 31792

August 8, 1966

Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

ATTN: Mrs. Nan Pendergest, Director
Paperback Book Project

Dear Mrs. Pendergest:

We understand that through the Southern Regional Council paperback books are available without cost to assist Federal projects under the Office of Economic Opportunity.

Centers of the Technical Rural Agriculture Project, under the Office of Economic Opportunity, are located at Thomasville, Moultrie and Colquitt, Georgia, with main headquarters at Thomasville. These three Centers will need a total of approximately 150 books to establish libraries at these three centers, i.e., 50 books at each center.

Please let us hear from you on this matter at your earliest convenience. If you are not able to furnish us these paperback books, we would appreciate any information you might have as to where we might acquire books of this type without cost to the project.

Thank you.

Very truly yours,

J. L. Kirby

J. L. Kirby, Counselor,
Technical Rural Agriculture Project

August 15, 1966

Mr. J. L. Kirby, Counselor
Technical Rural Agriculture Project
P. O. Box 652
Thomasville, Georgia 31792

Dear Mr. Kirby:

Your letter of August 8th to Miss Nan Pendergrast has been given to me since I am now administering the paperback book project.

We are interested in assisting you, but in order for us to meet your needs, we need some further information about your project. Could you describe to us the kind of people who will be using the books? We need to know their reading ability and the kind of books you will want to make available to them. Could you also tell us more about how these libraries will actually operate? We will also be interested later to know the results of this book distribution effort. Since our project is experimental, it is very important for us to know how well the books were used.

At this moment we are in the process of making bibliographies under broad categories such as books on homemaking and home repair, books on vocational skills, books on Negro history and culture, books for leisure reading, children's books, books on labor unions and cooperatives, etc. You can then choose from these assortments according to your needs. Since these master lists have not been completed yet, you may send a list if you have one, and we will see if it can be incorporated into the ones we are making.

We look forward to hearing from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Georgia Council ON HUMAN RELATIONS
52 Fairlie Street, N. W. • 404/525-6468 • Atlanta, Georgia 30303

August 15, 1966

To: Miss Louise Cole, Paperback Book Project Director
Southern Regional Council, Inc.

From: Hubert D. Thomas, Field Director
Georgia Council on Human Relations

Subject: A proposal for 300 Paperback Books

The Southwest Georgia Council on Human Relations, through its Rural Advancement Project, has been instrumental in getting the Office of Economic Opportunity to fund a Basic Education Project for heads of households whose educational level is below the sixth grade for $453,000, under Title III B of the Economic Opportunity Act.

To put this project into effect three training centers have been established, Thomasville, Moultrie and Colquitt. These centers will serve the six counties involved, Thomas, Grady and Colquitt, Mitchell, Miller and Worth. Competent staffs, with perhaps one exception, have been employed to operate the centers. Each center will train 50 people for a period of six months in basic education and pre-vocational skills. When the project is completed it is hoped that 300 low-income rural heads of households will be prepared to enter MDTA programs or to be better prepared to meet their economic needs.

Since no funds are available in the project for a library at each center and since it is hoped that the training obtained at each center will encourage the participants to want to widen their reading skills and increase their general knowledge, the Southwest Georgia Council on Human Relations is requesting that the Paperback Book Project of the Southern Regional Council, Inc. furnish each center with 100 books for a total of 300 books. The attached list was made up by the counselor of the project from the Reader's Choice 1965 Catalog. These books are considered to be adequate to the need of the people involved.

MR. JOSEPH HENDRICKS, PRESIDENT
MRS. FRANCES PAULEY, EXECUTIVE DIRECTOR
THE REVEREND AUSTIN FORD, FIRST VICE-PRESIDENT
REV. C. S. HAMILTON, SECOND VICE-PRESIDENT
MRS. HARRY V. RICHARDSON, SECRETARY
MR. JOHNNY GLUSTROM, TREASURER
THE REVEREND OLIVER W. HOLMES, ASSOCIATE DIRECTOR

409 Aesop's Fables

97 Mary Jane

634 The Middle Sister

635 Ready-Made Family

640 Emily San

646 Freddy the Detective

417 The Story of Holly and Ivy

630 No Children, No Pets

104 Snowbound in Hidden Valley

89 Betsy and Tacy Go Downtown

107 Double Trouble for Rupert

419 Emil and the Detectives

118 Mystery in the Pirate Oak

644 Silver Spoon Mystery

130 Revolt on Alpha C.

139 Tales From the Red Fairy Book

196 Ben-Hur

197 Boy On The Mayflower

663 By Secret Railroad

167 Mark Trail's Book of Animals

185 Silver

656 White Ruff

188 Yellow Eyes

172 The Secret Story of Pueblo Bonito

428 Secrets of the Animal World

189 Abe Lincoln Gets His Chance

658 George Washington Carver

192 Medals For Morse

659 The Men Who Won The West

193 Nellie Bly, Reporter

194 Old Whirlwind

15 Shamrock Queen

186 Skip

200 First To Ride

199 Father's Big Improvements

665 The Long Black Schooner

201 The Lost Lakes

435 Magic Tunnel

666 Old Tangle Eye

202 One Week of Danger

669 Arrow Book of States

670 Arrow Book of the United Nations

979 Scholastic Dictionary of American English

671 World Atlas - Scholastic/Hammond

206 What's Behind the Word

433 Arrow Book of Presidents

190 Jenny Lind and Her Listening Cat

661 The Story of John Paul Jones

662 Story of Madame Curie

195 The Wright Brothers at Kitty Hawk

263 Best Short Shorts

779 Bittersweet

24 Launching the Young Writer

478 Danger Zone

264 For Boys Only

924 Great American Short Stories

269 Hit Parade of Nurse Stories

271 Hit Parade of True Flying Stories

898 Personal Code

901 Survival

799 The Co-ed Book of Charm and Beauty

403 Runaway Slave

~~665 The Long Black Schooner~~

741 Julie's Heritage

707 Victory Over Myself

Nigger - By Dick Gregory

TECHNICAL RURAL AGRICULTURE PROJECT
P.O. Box 377
Thomasville, Georgia 31792

August 18, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

This is in acknowledgment of your letter of August 15, 1966, in which you request further information relative to the Technical Rural Agriculture Project.

May I refer you to a memorandum written to you on August 15, 1966, by Mr. Hubert D. Thomas, Field Director, Georgia Council on Human Relations, subject: A proposal for 300 Paperback Books. I believe the information you desire is contained in this memorandum. However,in case additional information is desired, please let me hear from you.

Should we receive the books, we will be so glad to let you know the results of this book distribution effort and how well the books are used.

Thank you.

Yours very truly,

J. L. Kirby

J. L. KIRBY
Counselor

August 22, 1966

Mr. Hubert D. Thomas, Field Director
Georgia Council on Human Relations
52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Thomas:

Thank you for your memorandum of August 15th explaining the proposal for 300 paperbacks. I am checking with the Atlanta News Agency about the availability of the books on the list you sent and will direct the agency to send those books which it now has in stock. I will also send to you the bibliographies we are making in case you wish to request more books, either as additions or substitutes for books on your list which were not available. Since you sent only 65 titles, it is quite possible you may need more. If this is the case, we will be happy for you to select more books from our bibliographies.

One small detail--shall I send the books to the project address in Thomasville, Georgia?

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Send →

cc: Mr. J. L. Kirby, Counselor
Technical Rural Agriculture Project
P. O. Box 377
Thomasville, Georgia 31792

Aug. 26 '66
Mr. Thomas' visit.

ANA

atlanta news agency, inc. / 3875 green industrial way / chamblee, georgia
phone 457-5545 / p.o. box 355

Sept. 3, 1966

Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth St., N.W.
Atlanta, Ga. 30303

Dear Miss Cole:

We have received the list forwarded by you from the Georgia Council. As you can see by the check marks we have only a very few of the titles in stock. Are you sure that the titles listed are not hard bound books. In any case, no matter what the binding, we will be glad to order them for you if you so desire.

Very truly yours,

Alvin M. Steingold

Alvin M. Steingold,
Educational Book Division
ATLANTA NEWS AGENCY, INC.

Enc.
AMS/lfs

Reader's?

100 Copies Each from Leader's Choice Catalog 1965

409 Aesop's Fables

97 Mary Jane

634 The Middle Sister

635 Ready-Made Family

640 Emily San

646 Freddy the Detective

417 The Story of Holly and Ivy

630 No Children, No Pets

104 Snowbound in Hidden Valley

89 Betsy and Tacy Go Downtown

107 Double Trouble for Rupert

419 Emil and the Detectives

118 Mystery in the Pirate Oak

644 Silver Spoon Mystery

130 Revolt on Alpha C.

139 Tales From the Red Fairy Book

196 Ben-Hur

197 Boy On The Mayflower

663 By Secret Railroad

167 Mark Trail's Book of Animals

185 Silver

656 White Ruff

188 Yellow Eyes

172 The Secret Story of Pueblo Bonito

428 Secrets of the Animal World

189 Abe Lincoln Gets His Chance

658 George Washington Carver

192 Medals For Morse

659 The Men Who Won The West

193 Nellie Bly, Reporter

194 Old Whirlwind

15 Shamrock Queen

186 Skip

200 First To Ride

199 Father's Big Improvements

665 The Long Black Schooner

201 The Lost Lakes

435 Magic Tunnel

666 Old Tangle Eye

202 One Week of Danger

669 Arrow Book of States

670 Arrow Book of the United Nations

979 Scholastic Dictionary of American English

671 World Atlas - Scholastic/Hammond

206 What's Behind the Word

433 Arrow Book of Presidents

190 Jenny Lind and Her Listening Cat

661 The Story of John Paul Jones

662 Story of Madame Curie

195 The Wright Brothers at Kitty Hawk

263 Best Short Shorts

779 Bittersweet

24 Launching the Young Writer

478 Danger Zone

264 For Boys Only

924 Great American Short Stories

269 Hit Parade of Nurse Stories

271 Hit Parade of True Flying Stories

898 Personal Code

901 Survival

799 The Co-ed Book of Charm and Beauty

403 Runaway Slave

~~665 The Long Black Schooner~~

741 Julie's Heritage

707 Victory Over Myself

Nigger - By Dick Gregory

JOHN H. WHEELER, PRESIDENT
JOSEPHINE WILKINS, VICE-PRESIDENT
RUFUS E. CLEMENT, VICE-PRESIDENT
STEPHEN J. WRIGHT, VICE-PRESIDENT
PAUL R. CHRISTOPHER, VICE-PRESIDENT
RAYMOND M. WHEELER, CHAIRMAN, EXECUTIVE COMMITTEE
JOSEPH HAAS, COUNSEL
PAUL ANTHONY, EXECUTIVE DIRECTOR

Southern Regional Council, Inc.
5 FORSYTH STREET, N. W. ATLANTA, GEORGIA 30303
JAckson 2-8764

A Council to attain the ideals and practices of equal opportunity for all peoples in the South

September 6, 1966

Mr. Hubert D. Thomas, Field Director
Georgia Council on Human Relations
52 Fairlie Street, N.W.
Atlanta, Georgia 30303

Dear Mr. Thomas:

Here is the set of bibliographies that we will use in the paperback book project. When books are requested from this list, we inform the Atlanta News Agency, and it orders those books which it does not have. Since many programs will be using this list, we will be better assured that books so ordered will get distributed.

The Atlanta News Agency now has in stock the following books from your list:

Aesop's Fables
Ben-Hur
Story of Madame Curie
Great American Short Stories
Nigger

Abe Lincoln Gets His Chance is also on our list. For your Arrow Book of States, you may want to substitute Our 50 United States; for Arrow Book of the United Nations, the U.N. and How It Works. For Scholastic Dictionary of American English, we have the New American Webster Handy College Dictionary; for World Atlas-Scholastic/Hammond, we have New Hammond World Atlas. For your Arrow Book of Presidents, you may like Presidents of the USA: Profiles and Pictures. For Best Short Stories, you may want Great Tales of Action and Adventure, Harte of the West, Pocket Book of Stories, and Ten Modern American Short Stories. For Launching the Young Writer, you may consider Writing Fiction and Opportunities in Free Lance Writing.

These books total only about 17, so please select as many as you will need from the enclosed bibliographies. You may be especially

interested in the category on Negro history and the one on the family.

When you specify titles, would you also indicate how many of each title you think each center could use.

I am looking forward to seeing your selection.

Sincerely,

Louise Cole

(Miss) Louise Cole
Paperback Book Project

cc: Mr. J. L. Kirby, Counselor
Technical Rural Agriculture Project
P. O. Box 377
Thomasville, Georgia 31792

(Bibliographies sent to Mr. Kirby)

TECHNICAL RURAL AGRICULTURE PROJECT
P.O. Box 377
Thomasville, Georgia 31792

September 8, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

The bibliographies of the Paperback books that you forwarded to Mr. Hubert D. Thomas, Field Director of Georgia Council on Human Relations, has been forwarded to my office.

From the bibliographies I have selected the following books and the number that each Center could use.

Please mail the books to Technical Rural Agriculture Project, Box 377, Thomasville, Georgia 31792; c/o Johnny L. Kirby, Counselor.

Thank you very much for your cooperation.

Yours truly,

Johnny L. Kirby

Johnny L. Kirby,
Counselor

TECHNICAL RURAL AGRICULTURE PROJECT
P. O. BOX 377
THOMASVILLE, GEORGIA 31792

December 20, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

We have your letter of December 16, relative to the books received from the Atlanta News Agency.

Thank you very much for making these books available to us without cost. They will be most beneficial to our trainees.

With best wishes for a Happy Holiday Season, I am,

Very truly yours,

J. L. Kirby

J. L. KIRBY
Counselor

December 16, 1966

Mr. J. L. Kirby
Counselor
Technical Rural Agriculture Project
P. O. Box 377
Thomasville, Georgia 31792

Dear Mr. Kirby:

The books are available to you without cost. The Atlanta News Agency enclosed a copy of the bill simply for your records, so that you could check to see that the shipment contains all the books listed on the bill.

We are sorry for any worry this may have caused you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

TECHNICAL RURAL AGRICULTURE PROJECT
P. O. BOX 377
THOMASVILLE, GEORGIA 31792

December 13, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

The books, along with the invoice for $135.00, from the Atlanta News Agency, Inc., arrived on yesterday.

We think a mistake must have been made, for we understood the books were available to us without cost. If this is not the case, please let us know immediately, so we can return them, as funds are not available in our project for this cost.

We will appreciate your letting us hear from you as soon as possible.

Very truly yours,

J. L. Kirby

J. L. KIRBY
Counselor

Encl.
Invoice (copy)

ATLANTA NEWS AGENCY, Inc.

3875 GREEN INDUSTRIAL WAY

PHONE 457-5545

SRC

Chamblee, Ga., 12/21 1966

Johnny Kirby
Technical Rural Agriculture Project
Name P. O. Box 377, Thomasville, Ga. 31792

We CHARGE your account as follows:

QUANTITY	DESCRIPTION	RET. PRICE	EXTENSION	
	PAPERBACK BOOKS	@ 35¢		
✓18	PAPERBACK BOOKS	@ 40¢		
	PAPERBACK BOOKS	@ 45¢		
✓66	PAPERBACK BOOKS	@ 50¢		
✓60	PAPERBACK BOOKS	@ 60¢		
	PAPERBACK BOOKS	@ 65¢		
✓30	PAPERBACK BOOKS	@ 75¢		
	PAPERBACK BOOKS	@ 85¢		
	PAPERBACK BOOKS	@ 90¢		
✓21	PAPERBACK BOOKS	@ 95¢		
	PAPERBACK BOOKS	@ 1.00		
✓9	PAPERBACK BOOKS	@ 1.25		
12	PAPERBACK BOOKS	@ 1.45		
11		@ 1.95		
FILLED	L.T.			
TOTAL PAPERBACK BKS @ RETAIL			168 75	
LESS DISCOUNT			33 75	
NET TOTAL PAPERBACK BOOKS →			135 00	

CHECKED

#2. To: Mr. Johnny L. Kirby, Counselor
Technical Rural Agriculture Project
P. O. Box 377
Thomasville, Georgia 31792

Order:

See attached book list. Concerning #67, 68, 69, and 71, Mr. Kirby evidently selected these from the Basic One Hundred, not realizing the set had to be ordered as a unit. If you already have these four in stock, please send them. If you don't, forget it.

This totals 1080 books.

Tech. Rural Agriculture Project

BOOK LIST

		Number Copies	
1.	Adventures of Huck Finn	~~4~~	12
2.	Becky's Island	~~3~~	9
3.	A Boy Ten Feet Tall	~~2~~	6
4.	Catcher in the Rye	~~2~~	6
5.	Count of Monte Cristo	~~2~~	6
6.	Exodus	~~4~~	12
7.	Fall of the House of Usher	~~3~~	9
8.	A Bell for Adano	~~2~~	6
9.	Cheaper by the Dozen	~~2~~	6
10.	Easy to Make Gifts	~~3~~	9
11.	Georgia Boy	~~5~~	15
12.	Great American Short Stories	~~4~~	12
13.	Great Sea Stories	~~3~~	9
14.	Gus Wilson's Model Garage	~~3~~	9
15.	Call Them Heroes (1-4)	~~2~~	6
16.	Immortal Poems of the English Language	~~4~~	12
17.	Lord of the Flies	~~3~~	9
18.	No time for Sergeants	~~3~~	9
19.	A Raisin in the Sun	~~3~~	9
20.	Shane	~~2~~	6
21.	Stories My Mother Never Told Me	~~3~~	9
22.	Three Comedies of American Life	~~3~~	9
23.	Vietnam Diary	~~3~~	9
24.	Ten Modern American Short Stories	~~3~~	9
25.	What then Is Love	~~3~~	9
26.	Before the Mayflower--History of the Negro in America (1619-1962)	~~5~~	15

		Number Copies	
27.	Cool World	2	12
28.	In White America	5	15
29.	Lift Every Voice	5	15
30.	Negro in the United States (A Brief History)	5	15
31.	Nigger	5	15
32.	Strange Career of Jim Crowe	4	12
33.	Up From Slavery	4	12
34.	Basic Facts of Human Heredity	4	12
35.	Double Your Reading Speed	5	15
36.	Exploration of Space	4	12
37.	Great Inventions	3	9
38.	Heredity, Race and Society	4	12
39.	How & Why Wonder Book of Beginning Science	4	12
40.	How and Why Wonder Book of Our Earth	4	12
41.	The Human Body	4	12
42.	Man in Flight	3	9
43.	New American Webster Handy College Dictionary	5	15
44.	New Hammond World Atlas	5	15
45.	Number Fun	4	12
46.	Penguin Dictionaries	4	12
47.	The Sea Around Us	4	12
48.	Silent World	2	6
49.	The Strange Story of Our Earth	4	12
50.	20 Steps to Perfect Spelling	5	15
51.	You & Your Senses	4	12
52.	Abraham Lincoln (Charnwood)	3	9

		Number Copies	
53.	America & It's Presidents	4	12
54.	Book About American History	5	15
55.	Citizen Tom Paine	3	9
56.	Life on the Mississippi	4	12
57.	How & Why Wonder Book of the American Revolution	4	12
58.	New History of the United States	3	9
59.	Our 50 United States	3	9
60.	President Kennedy Selects Six Brave Presidents	4	12
61.	Presidents of the U.S.A.; Profiles & Pictures	4	12
62.	Stories of Modern America	4	12
63.	Thomas Jefferson	3	9
64.	How To Land The Job You Want	4	12
65.	John Leveron, Auto Mechanic	5	15
66.	1001 Top Jobs for High School Graduates	4	12
X 67.	Edgar Allen Poe, Selected Stories & Poems	3	9
X 68.	Lord Jim	2	6
X 69.	Jane Eyre	2	6
70.	A Connecticut Yankee in King Arthur's Court	2	6
X 71.	Robin Hood	2	6
72.	Ben Hur	2	6
73.	The Red Badge of Courage	2	6
74.	The Turn of The Screw (2000 word level)	2	6
75.	Drink, Eat, and Be Slim	3	9
76.	Encyclopedia of Clothes Care	5	15
77.	Etiquette & Manners	5	15
78.	Family Legal Advisor	5	15
79.	Family First Aid	5	15
80.	Fathers Are Parents Too	4	12

		Number Copies	
81.	First Aid for the Ailing House	5	15
82.	McCall's Easy Sewing Book	5	15
83.	Social Security & Medicare (Dell)	3	12
84.	Your Adolescent At Home & In School	3	12
85.	Basic Facts of American Government	3	9
86.	Conventions & Elections, 1964 (Dell)	3	9
87.	Democracy in America	3	9
88.	Democratic Way of Life	3	9
89.	Making of the President	3	9
90.	National Relocation & Housing Guide	3	12
91.	Slums & Suburbs	3	12
92.	U. S. Political System & How It Works	3	15
93.	The Wasted Americans	3	9
94.	Consumer's Guide to Better Buying	3	12
95.	How and When to Borrow Money	3	15
96.	How to Spend More oweLess, & Live Better	3	12
97.	Sense With Dollars	3	12
98.	Something Of Our Own	3	9
99.	Abe Lincoln Gets His Chance	3	12
100.	U. N. and How It Works	3	9
~~101.~~	~~Scholastic Dictionary of American English~~	~~3~~	
~~102.~~	~~Presidents of the U.S.A. (Profiles & Pictures)~~	~~3~~	

MAGGIE NANCE RINGGOLD UNIT
YOUNG WOMEN'S CHRISTIAN ASSOCIATION

YWCA

BATON ROUGE, LOUISIANA
1132 Maximillian Street

November 16, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

The book order is enclosed for which we are grateful. Please be assured that this project fits into our fall program.

Attended the conference in Alexandria, Louisiana on November 9, 1966, had the pleasure of meeting Mrs. Tilley. It was indeed a rewarding experience.

Thanks for everything.

Yours truly,

Ernestine D. Searcy

Mrs. Ernestine D. Searcy
Branch Director

jdr

November 1, 1966

Mrs. Ernestine D. Searcy
Branch Director
Maggie Nance Ringgold Unit
Young Women's Christian Association
1132 Maximillian Street
Baton Rouge, Louisiana 70802

Dear Mrs. Searcy:

Thank you for your letter of October 25th. The idea of library facilities or a reading corner for all persons attending classes or visiting the "Y" sounds good, and we wish you success in attracting many readers.

As soon as we receive your order, we will send it in to the Atlanta News Agency. The total number of books you select from our list depends simply on how many you judge will profitably be used. You may order by category, or you may want to select certain books and exclude others. (The Basic One Hundred has to be ordered as a unit.) You may order more than one copy of a book.

We look forward to seeing your selection. Allow about three weeks for delivery.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

MAGGIE NANCE RINGGOLD UNIT
YOUNG WOMEN'S CHRISTIAN ASSOCIATION

BATON ROUGE, LOUISIANA

October 25, 1966

Miss Louise Cole
Paperback Books Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Miss Cole:

Thank you for your letter of October 7, 1966. The project is indeed a wonderful one and we are grateful to be considered.

The Young Women's Christian Association is especially interested in library facilities or a (reading corner) for all persons attending classes or visiting the "Y". The paperback books are very popular with teenagers and this is the group we are concerned with.

We will be happy to furnish a follow-up report at your request.

Yours very truly,

Ernestine D. Searcy

Mrs. Ernestine D. Searcy
Branch Director

jdr

cc: Mrs. Pat Miller

October 7, 1966

Mrs. E. D. Searcy
Director of the YWCA
1132 Maximilian
Baton Rouge, Louisiana

Dear Mrs. Searcy:

Patricia Miller of the Louisiana Council on Human Relations has told me about your interest in our paperback book project. We would be glad to hear from you about your plans for using books listed in our bibliography and the kinds of people you would hope to serve. In case you do not have a book list of your own, I am enclosing one.

Mrs. Miller has probably explained that we have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies, especially public ones. If you receive books from the Southern Regional Council, we will need later a brief follow-up report to learn about the response to the books.

I am looking forward to hearing from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

LOUISIANA COUNCIL ON HUMAN RELATIONS
7986 Scenic Highway
Baton Rouge, Louisiana

October 3, 1966

Miss Louise Cole
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Louise:

I am sorry you did not have full information about my request for paperback books.

Mrs. E. D. Searcy is the Director of the YWCA here in Baton Rouge. She has seen a copy of the bibliography and feels that many of the girls who are a part of her Y will use and profit by the paperback books.

I also felt that if you would send a set to me here at the office there would be some group or groups which would make good use of them.

I will send you more leads from time to time as more needs for the books come to my attention.

Cordially yours,

Patricia B. Miller

Patricia B. Miller

PBM:lr

September 28, 1966

Mrs. Patricia B. Miller
Executive Director
Louisiana Council on Human Relations
7986 Scenic Highway
Baton Rouge, Louisiana

Dear Pat:

Ed Stanfield handed me the piece of paper on which you had written

"PAPERBACK BOOKS

Send to:

Mrs. E. D. Searcy
1132 Maximilian
Baton Rouge, La.

Mrs. Patricia B. Miller
7986 Scenic Highway
Baton Rouge, La."

Could you tell me more about what you have in mind? Who is Mrs. Searcy, and with what group would she be working? Do you want me to write to her about the purposes of our project and send her a bibliography?

I'll be really pleased to get any more leads if you have some.

Thanks again for the list of cities. I hope all is going well.

Cordially,

(Miss) Louise Cole
Paperback Book Project

PAPERBACK BOOKS

Send to:

Mrs. E. D. Searcy
1132 Maximilian
Baton Rouge, La.

Mrs. Patricia B. Miller
7986 Scenic Highway
Baton Rouge, La.

December 28, 1966

Mrs. Ernestine D. Searcy
Branch Director
Maggie Nance Ringgold Unit--YWCA
1132 Maximillian Street
Baton Rouge, Louisiana 70802

Dear Mrs. Searcy:

I'm glad to hear you have received a shipment of books. The Atlanta News Agency will send the remainder of your order as soon as they receive the books from the publishers. The agency has been delayed a bit in the back-ordering process but is supposed to be catching pp now.

The books are free. The bill was enclosed just so that you could check to see that all the books listed on it were in your shipment.

Best wishes,

(Miss) Louise Cole
Paperback Book Project

MAGGIE NANCE RINGGOLD UNIT
YOUNG WOMEN'S CHRISTIAN ASSOCIATION

BATON ROUGE, LOUISIANA

December 22, 1966

Miss Louise Cole
Paperback Books Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Miss Cole:

This comes in answer to your letter of December 6, 1966. Shipment of books received and carefully checked. The book in question, "Lift Every Voice," was not included.

However, it is observed that some of the books we requested were not included (especially books on crafts) which indicates the list of books were probably compiled in error.

Please advise regarding bill enclosed with order. We were of the opinion that the books were free.

Yours very truly,

E. D. Searcy

Mrs. Ernestine D. Searcy
Branch Director

/a

TO: Mrs. Ernestine D. Searcy
Branch Director
Maggie Nance Ringgold Unit
YWCA
1132 Maximillian Street
Baton Rouge, Louisiana 70802

ORDER:

See attached book list.

This totals 367 books.

Maggie Nance Ringgold Unit YWCA

SOUTHERN REGIONAL COUNCIL, INC
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Here Used

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The unit

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

December 20, 1966

Mr. Kenneth L. Dean
Executive Director
Mississippi Council on Human Relations
306 First Federal Building
Jackson, Mississippi 39201

Dear Ken:

Here is a copy of the order I sent to the Atlanta News Agency. This is the total order for both groups. Hope it's okay. Wish I could have duplicated some titles, but we are at the end of the money. Allow about three weeks for delivery.

Thanks very much for your help. Have a Happy Holiday Season.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

MISSISSIPPI COUNCIL ON HUMAN RELATIONS
306 FIRST FEDERAL BUILDING
JACKSON, MISSISSIPPI

THE REV. DUNCAN M. GRAY, JR., OXFORD, PRESIDENT
THE REV. HENRY CLAY, JR., LAUREL, VICE-PRESIDENT
THE REV. N. MACHESKY, GREENWOOD, VICE-PRESIDENT
MR. JOHN B. PETTUS, HANDSBORO, VICE-PRESIDENT
MRS. W. I. SCHUTT, JACKSON, SECRETARY AND TREASURER
KENNETH L. DEAN, EXECUTIVE DIRECTOR

TELEPHONE: 948-0878
948-0879

December 16, 1966

Miss Louise Cole
Assistant to the Director
Southern Regional Council
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

You will recall our discussion on the telephone concerning a book project for Freedom Acres and Strike City. The project applicant is a Negro sorority commonly known as The Deltas. There will be about 150 persons involved in each project. They will range from young children to middle-age adults.

The Deltas are interested in setting up two permanent programs in these two communities and as a part of these programs would like to begin a library and do a reading project. Mrs. Jack Young, whose husband is on the SRC board, is in charge of the work for The Deltas. If you could make a selection of books that would be suitable for these two situations and mail them to the Mississippi Council, we will see that they are properly handled. We will also take the responsibility for a continuing relationship with The Deltas as regards these programs.

Thank you for considering this request. If there is need for further information, please call.

Sincerely,

Kenneth L. Dean

Kenneth L. Dean
Executive Director

by K.K.

KLD:kk

TO: Deltas Book Project
c/o Mr. Kenneth L. Dean
Executive Director
Mississippi Council on Human Relations
306 First Federal Building
Jackson, Mississippi 39201

ORDER:

See attached book list.

This totals 620 books.

TO: Mr. C. G. Ward, Principal
W. C. Henderson Junior-Senior High School
Starkville, Mississippi

ORDER:

See attached book list.

This totals 362 books.

W. C. Henderson Junior-Senior High School

TEENAGERS, ADULT LEISURE READING

2 copies of each title

- Animal Farm
- Goldfinger
- His Eye Is On The Sparrow
- Hobbies for Pleasure and Profit
- How to Draw and Paint
- How to Write a Song
- Immortal Poems of the English Language
- Thunderball
- Tobacco Road

CLASSICS SHELF ~~AND LIMITED VOCABULARY EDITIONS~~

2 sets of the Basic One Hundred

Sense and Sensibility	Jane Austin
The Age of Chilvary	Thomas Bulfinch
A Christmas Carol	Charles Dickens
The Mill on the Floss	George Eliot
The Return of the Native	Thomas Hardy
The Ambassadors	Henry James
As You Like It	Sir Walter Scott
Julius Caesar	William Shakespear
Hamlet	William Shakespear
Macbeth	William Shakespear
The Merchant of Venice	William Shakespear
A Mid-summer Night's Dream	William Shakespear
The Tempest	William Shakespear
Twelfth Night	William Shakespear
Dracula	Bram Stoker
Around the World in Eighty Days	Jules Verne
Robin Hood	E. Charles Vivian
The First Men in the Moon	H. G. Wells
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

2 copies of each title

American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Humor
Black Like Me.
Essays on the History of the American Negro
Go Tell It on the Mountain
Home to Harlem
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mississippi: The Closed Society (Harvest)
Native Son
Negro in the United States; A Brief History
Nobody Knows My Name
South Town
This is My Country Too
We Shall Overcome (Dell)

HISTORY (MAINLY AMERICAN)

2 copies of each title

America and Its Presidents
America in Perspective
Background to Viet Nam
Book About American History
Great Untold Stories of World War II
If the South Had Won the Civil War
The World of Ancient Man

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

2 copies of each title

Art of Being a Successful Student
Basic Facts of Human Heredity
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Engineering
Flowers
Getting Ready to Read
People and Places
Science Projects Handbook
30 Day to a More Powerful Vocabulary
20 Steps to Perfect Spelling
Words Most Often Misspelled and Mispronounced
Zoology

VOCATIONAL GUIDANCE

2 copies of each title

- The Bangam Book of Correct Letter Writing
- The Delso Sisters, Beauticians*
- John Leveron, Auto Mechanic*
- 1001 New Job Opportunities
- 1001 Top Jobs for High School Graduates
- Touch Typing in 10 Lessons

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2 copies of each title.

- Becoming Parents
- Bulky Knitting
- Etiquette and Manners
- Explaining Life to a Child (Dell)
- Fathers Are Parents, Too
- Gardening the Easy Way
- Key to Physical Fitness
- New Handbook of Modern Birth Control
- New Ways in Sex Education
- Pregnancy and Birth
- Sex and the Adolescent
- So You're Going to Be Married
- The Vanishing Adolescent
- Your Adolescent at Home and in School
- Your Complete Home Medical Reference Book

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

2 copies of each title.

- America Tomorrow, Creating the Great Society
- Conventions and Elections: 1964 (Dell)
- National Relocation and Housing Guide
- Questions and Answers on American Citizenship
- The Wasted Americans

CONSUMERS, COOPERATIVES

2 copies of each title

- Buyer's Guide to Nearly Everything
- Family Handbook of Dollars and Sense
- How and Where to Borrow Money
- How to Lower Your Food Bills
- How to Spend More, Owe Less, and Live Better
- Something of Our Own (H.J.K. Publishing Co., Janckon, Miss.)
- Vice President in Charge of Revolution (McGraw Hill)

W. C. Henderson Junior-Senior High School

Starkville, Mississippi

Phone 323-4388

C. G. WARD, Principal

362

December 2, 1966

Southern Regional Council, Inc.
5 Forsythe Street, N. W.
Atlanta, Georgia

Dear Sir:

We have been informed by an official of the Mississippi State Department of Education that a national foundation is making available through your office, one hundred paperback books upon submission of a project delineating their use.

In succinct, we have structured a project that we hope will satisfy requirements. The information given us was rather limited in outlining specific procedures for the formulation of the project.

Please apprise us of any additional information needed.

Respectfully yours,

C G Ward

C. G. Ward, Principal

BEST COPY AVAILABLE

PROJECT

READING PROGRAM USING PAPERBACK BOOKS

Age or Grade Level 9-12

Number of Students 575

School W. C. Henderson High School

Purpose

Since reading is a basic need and is the major goal of education, we must seek ways to induce our students to read-voluntarily, widely, and with zest. In order to carry out this desire, we know that we must provide interesting and attractive reading materials which are easily accessible. Many schools today find the momentum which can provide the necessary motivating factors of attractive reading matter in paperback books.

Therefore, our purpose for wanting or desiring a reading program using paperbacks is to create a book centered enviornment in which the students grow to consider reading a natural part of his daily life and become a pleasurable life-long habit.

Nature of Program

In order to develope an individualized reading program, each department will set up certain objectives which may be met through supplementary reading through paperback books.

By having such a program, we feel that each student will have an opportunity to seek, to explore, to select, and to use the books most suited for his need and his reading level.

Students will be required to report on books read by giving annotations and preparing two minute speeches discussing the nature of books read.

This will not only increase the student's vocabulary and comprehension, but will also encourage more unassigned reading. For in order to know how Shakespear and Eliot felt about life they must read their works.

This not only creates the student's interest in reading, but forces the teacher to increase his own reading in order to keep pace with them.

Organization for Program

Each class will set up its own standards in written form. Each student will be required to read a variety of different kinds of materials, such as history, adventure, science fiction, classics, vocational, reference, family life, community improvement and political education.

These paperback books will also be made available to the parents with the contacts being made through the local P. T. A. group.

Person in Charge School Librarian

Administrative Arrangements

The program will be administered through regular library procedures, except that parents will be encouraged to avail themselves of the opportunity to increase their reading. Such encouragement will be effected by publicizing the program through normal school channels and mass media of communication.

The local administration will lend the full weight of it's office in providing assistance where needed to assure optimum growth in reading for students and adults alike.

December 16, 1966

Mr. C. G. Ward, Principal
W. C. Henderson Junior-Senior High School
Starkville, Mississippi

Dear Mr. Ward:

I was pleased to read about your plans for a reading program using paperback books and have asked the Atlanta News Agency to collect and ship to you two copies of each title you indicated. Allow about three weeks for delivery.

After your program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Wishing your program success, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

TO: Mr. Lepolian Gentry, Principal
Henderson Middle Grades School
P. O. Box 730
Starkville, Mississippi 39759

ORDER:

See attached book list.

This totals 508 books.

Henderson Middle Grades School

TEENAGERS, ADULTS LEISURE READING

2 copies of each book

Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventrues in Wonderland and Through the Looking Glass
All the King's Men
Basketball
Batman books
Born Free
Boy Next Door
Cheaper by the Dozen
A Day in the Life of President Kennedy
Dennis the Menace books
Fresh and Salt Water Fishing
Goldfinger
The Good Earth
Great American Short Stories
Great Expectations
His Eye Is on the Sparrow
Hot Rod
Major American Poets
Man on a Raft
Mastermind of Mars
New Treasury of Folk Songs
Official Rules of Card Games
Pocket Book of Stories-O. Henry
Pro Football Handbook
A Raisin in the Sun
Six Great Modern Plays
Superman books
Swiss Familty Robinson
~~TEMKMXM~~
To Kill a Mockingbird
Vietnam Diary

CLASSICS SHELF ~~AND LIMITED VOCABULARY EDITIONS~~

2 sets of the Basic One Hundred

Pride and Prejudice
Sense and Sensibility
The Age of Fable
The Way of All Flesh
Robinson Crusoe
A Christmas Carol..
A Tale of Two Cities
The Mill on the Floss
The Autobiography of Benjamin Franklin
As You Like It
Julius Caesar
Hamlet
Macbeth
The Merchant of Venice
A Midsummer Night's Dream

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

Twelfth Night
Frankenstein
The Black Arrow
Doctor Jekyll and Mr. Hyde
Treasure Island
Life on the Misssissippi
Master of the World

CHILDREN'S BOOKS --LEISURE

2 copies of each book.

Abe Lincoln Gets His Chance
The Anytime Rings
Bambi
Black Beauty
The Dog Book
Donald Duck Book
The Elephant Book
Every Child's First English Color and Learn Book
Fish Book
Four Seasons with Suzy
Fun with Dots
The House that Jack Built
King Who Leaned to Smile
Little Gray Mouse and the Train
The Owl and the Pussycat
Peter Pan
12 Days of Christmas
Wizard of Oz

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

2 copies of each book.

American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Like Me
But Not Next Door
Crisis in Black and White
Essays on the History of the American Negro
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
I Always Wanted to Be sombody
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mississippi: the Closed Society (Harvest)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A brief History
Negro Question
The Negro Revolt

2 copies of each book

On Being Negro In America
Roosevelt Grady
Sex and Racism in Ame5ica
Souls of Black Folk
The South and the Southerner
South Town
Stride Toward Freedom
This is My Country Too
Who Speaks for the Negro

HISTORY (MAINLY AMERICAN)

2 copies of each book

The Age of Napoleon
America and Its Presidents
America as a Civilization
Book About American History
Documentary History of the U.S.A. (Heffner)
Franklin D. Roosevelt and the Age of Action
Great Untold Stories of Worl War II
New History of the United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
President Kennedy Selects Six Brave Presidents
Stories of Modern America

2 copies of each book

Art of Being A Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Facts of Human Heredity
The Body in Action
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Double Your Reading Speed
Everyday Arithmetic Self Taught
Getting Ready to Read
Grammar Self-Tarught
Help Your Child Succeed in School
Heredity, Race, and Society
How Much Is a College Degreee Worth to You
How to Become a Better Reader
H ow to Get Higher Marks in School
How to Study
Mammals
Math, Grade 1,2,3,4,
New American Webster Handy College Dictionary
Parent's Guide to Children's Reading
People and Places
Rapid Vocabulary Builder
Science Projects Handbook
Shortcuts of Effective English
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
20 Steps to Perfect Spelling
Words Most Often Misspelled and Mispronounced

VOCATIONAL GUILDANCE

2 copies of each book.

From High School To a Job
How to Be an Effective Secretary
How to Becom a Government Girl
Marie Perrone, Practical Nurse*
~~MMXM~~
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2 copies of each book.

Better Homes and Gardens Baby Book
Calories, Vitamins, and Common Sense
Cookbook for Beginners
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Love and Marriage for Young People
Family First Aid
Fathers Are Parents, Too
How to Clean Everythin
Sex and the Adolescent
Do You're Ging to Be Married
Social Security and Medicare (Dell)
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

2 copies of each book.

ABC's of Community Planning (Sears)
America ~~TMMMX~~ Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Handbook of Everyday Law
~~How to Succeed in MX politics (Henry Holt & Co.~~)
How to Succeed in Politics
The U.N. and How It Works
Handbook of Practical Politics (Henry Holt & Co.)

CONSUMERS, COOPERATIVES

2 copies of each book.

Buyer's Guide to Nearly Everything
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better

50 8

Henderson Middle Grades School
P. O. Box 730
Starkville, Mississippi 39759
December 6, 1966

Southern Regional Council, Inc.
5 Foreyth Street, N. W.
Atlanta 3, Georgia

Dear Sir:

I was informed by a representative from the State Department of Education that we could obtain free books from a national organization to improve our reading program.

Enclosed is a reading project that has been structured by the Henderson Middle Grades School personnel.

If additional information is needed for this project to be implemented please advise me.

Sincerely yours,

Lepolian Gentry

Lepolian Gentry, Principal

PROJECT

Reading Program Using Paperback Books

Grade Level 4 - 7

Number of Students 523

School Henderson Middle Grades

Purpose

Research has shown that reading is one of the most important subjects in the elementary school. One of the major objectives we are trying to achieve this year is to improve the reading ability of each child and create an interest within each child to want to become a better reader. In order to successfully achieve the objective stated above, interesting, attractive, and easy reading material is imperative.

Therefore, we would like to have a reading program using paperback books to create a desire and love for reading. It is also anticipated that this program will aid the child in reading for the pleasure of reading.

Nature Of Program

In order to develop an interesting attractive reading program, each teacher along with her students will establish certain objectives which may be obtained through supplementary reading. We believe this program will give each child an opportunity to select and read materials suitable for his reading level and interest.

We believe this program will extend the student's vocabulary and aid them in becoming independent readers.

Organization For Program

Each teacher will go through the books and select certain books that will be recommended for her students to read. This will be done in order to correlate the reading with the various subject matter areas. Then each child will be encouraged to go through the books and read any books he would like to read. This will be done in order to encourage children to read for the pleasure of reading.

Some students will be asked to give book reports on certain books. Some students will be asked to give 3 minute talks on certain books that have been read. Each class will have a sharing period. During this period all sudents will share information they have gained as a results of their reading.

Schedule

Each teacher will spend at least one period per week in the library using this material in conjunction with other library material. Each teacher will spend at least 50 minutes per week during her sharing period. Each child will be encouraged to spend as much time as he would like to spend reading this material during the open library periods.

Person in Charge School Librarian

Administrative Arrangements

This reading program will be administered by the principal, librarian, and the teachers. However, the librarian will be the co ordinator of the program. These books will be housed in the library. They will be read in the library, they will also be checked in and out of the library by teachers and students.

This reading program will be publicized through the local newspaper, the school's newspaper, the radio, and local clubs. These books will be made available to parents through the P.T.A.

December 16, 1966

Mr. Lepolian Gentry, Principal
Henderson Middle Grades School
P. O. Box 730
Starkville, Mississippi 39759

Dear Mr. Gentry:

Your proposal for paperback books sounds fine. I have asked the Atlanta News Agency to collect and ship to you two copies of each title you indicated. Allow about three weeks for delivery.

After your program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Wishing your program success, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

YOUNG MEN'S AND YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS
THE UNIVERSITY OF NORTH CAROLINA • CHAPEL HILL

November 28, 1966

Mr. Will C. Allred, Jr.
North Carolina Council
on Human Relations
121 East Third Street
Charlotte, North Carolina

Dear Mr. Allred:

In the request for books sent to you last week by Ann Brownlee, chairman of the YM-YWCA Tutorial Project, an unmarked book list was inadvertently enclosed. I am now sending the list of books on which the leaders of the Tutorial Project have checked the titles that they request. I am sorry that this mistake was made.

We are excited by this Paperback Book Distribution Project and are hoping that our proposal will be considered by the Council.

Thank you very much.

Sincerely yours,

Jean C. Luker

(Mrs.) Jean C. Luker
Y Staff

Jesse Cole:
Thanks!
Please handle!

YOUNG MEN'S AND YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS
THE UNIVERSITY OF NORTH CAROLINA • CHAPEL HILL

November 21, 1966

Mr. Will C. Allred, Jr.,
Executive Director
North Carolina Council
on Human Relations
121 East Third Street
Charlotte, North Carolina

Louise Cole!

Dear Mr. Allred:

Mrs. Helen Turlington, Executive Secretary of the Inter-Church Council for Social Service, has asked that I write you in reply to your letter of October 19, 1966. We are very much interested in receiving books from your Paperback Book Distribution Project.

We intend to use the books in our tutorial project, an effort sponsored jointly by the Inter-Church Council, and the YM-YWCA on the campus of the University of North Carolina. Our project is approximately three years old, and this year it involves about 75 college students and women of the community, tutoring high school and elementary children in the Chapel Hill area on a one-to-one or one-to-two basis. The elementary tutoring is carried on in five elementary schools and mainly deals with basic skills (reading, spelling, etc.), while the high school tutoring draws students from the newly consolidated Chapel Hill High School and deals with reading and specific subject matter.

If we receive books from the Southern Regional Council, they will be made available to each individual tutor on a loan basis from our tutorial library in the YMCA Building on campus. At present, we have a few outdated books in our collection but are greatly in need of more appropriate and useful ones. Future continuation of our project is guaranteed since it is sponsored by an established committee of the YM-YWCA and backed by the Inter-Church Council.

In addition to the books we have checked on the list, we need books in the following categories:

1) American history with an emphasis on the Negro's role,
2) limited volcabulary editions of better know classics,

(cont'd)

Mr. Will C. Allred, Jr. November 21, 1966

3) readers with integrated pictures, and
4) secondary school materials for pleasure reading.

Since the lack of good materials is the most serious handicap facing our present project, I feel that receiving books from the Southern Regional Council can help us establish a much more effective program. Thank you for your interest in helping us, and I look forward to hearing from you.

Sincerely,

Ann Brownlee

Ann Brownlee, Chairman
YM-YWCA Tutorial Committee

dm
Encl.

TO: Miss Ann Brownlee, Chairman
YM-YWCA Tutorial Committee
Young Men's and Young Women's Christian Associations
University of North Carolina
Chapel Hill, North Carolina

ORDER:

See attached book list.

This totals 543 books.

cc: Will Allred

December 9, 1966

Miss Ann Brownlee, Chairman
YM-YWCA Tutorial Committee
Young Men's and Young Women's Christian Associations
University of North Carolina
Chapel Hill, North Carolina

Dear Miss Brownlee:

I have received from Will Allred the explanation of your tutorial project and your book order. We are glad to send you books for this project and have forwarded to the Atlanta News Agency an order for 545 books. Allow about three weeks for delivery.

Later we will need a brief follow-up report so that we can learn about the response to the books.

We wish your program every success.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

THIS ONE LOOKS GOOD!!

AMERICAN FRIENDS SERVICE COMMITTEE
INCORPORATED
160 North Fifteenth Street, Philadelphia, Pennsylvania 19102
AREA CODE 215 LOCUST 3-9372

GILBERT F. WHITE
Chairman
HENRY J. CADBURY
Honorary Chairman
COLIN W. BELL
Executive Secretary

November 26, 1966

Dear Will Allred:

What a time we're having in our efforts to get together! I was out of town on the 21st, as you were on the 17th. I will be in South Carolina Nov. 28 - Dec. 2, here on the 3rd and 4th, then in South Carolina (Columbia area) Dec.5-7. And then I expect to be home for a while. Between the 7th and the 20th of December I'll probably make a trip up to Winston-Salem, and maybe we can meet then. Let's keep trying.

Enclosed is at least an initial proposal for use of the books. I have tried to make it as concrete as possible. Since I wrote it, two volunteers in Winston-Salem who are working in tutoring programs have expressed an interest in the project, so I may have a supplementary application soon. Will the books be available soon, or is this one of those things slowed down by red tape? These kids in the field really need the books as soon as possible.

Sincerely,

BW

Bob Welsh

LOUISE, NOTE PLEASE

AMERICAN FRIENDS SERVICE COMMITTEE
INCORPORATED
160 North Fifteenth Street, Philadelphia, Pennsylvania 19102
AREA CODE 215 LOCUST 3-9372

GILBERT F. WHITE
Chairman
HENRY J. CADBURY
Honorary Chairman
COLIN W. BELL
Executive Secretary

PROPOSAL TO SRC'S PAPERBACK BOOK DISTRIBUTION PROJECT

Under the VISA program of the American Friends Service Committee, the AFSC provides financial support and supervision to ten young volunteers working in deprived communities in the southeastern United States. These volunteers are of both sexes, in their early twenties, and each of them works under the supervision and sponsorship of some agency (e.g., community center, public school, OEO) in the community where he works. One of the distinctive features of this program is that each volunteer lives in and at the economic level of the community he is trying to serve. My job as Field Director of the U.S. unit is to correspond regularly with the volunteers, read their monthly and quarterly reports, visit them three or four times a year, and give them the support and guidance they need. (The volunteers serve for a two-year period.)

Four of the volunteers have expressed a desire to take part in the book project.

Lucy Massie has been working with Operation Bootstrap (a predominantly Negro organipation) in Goldsboro, N. C. for more than a year. She is presently involved in two programs in which books are needed: she is the head teacher in a preschool held in a neighborhood center; and she is working with local Negro high school students to start a tutoring program. For the former she needs children's books of all kinds, especially those with which Negro children could identify. These books would be kept in the neighborhood center under Lucy's care, used in the preschool (serving twenty four- and five-year-olds), and loaned to kids for use at home. This last use is potentially very significant, for the school's operation is supervised by a board composed of mothers of the children in the preschool. These mothers already are active in money-raising projects (bake sales, etc.) for the school, and a book program such as this would give them the opportunity (with Lucy's stimulation and encouragement) to take a more active part in their children's education. Thus the books, in gving an occasion for increased participation of the mothers at home, would be helping to assure the continuation of the mothers' involvement after Lucy (and maybe the preschool) are gone. (Lucy's term of service ends July, 1967.)

For the past several months Lucy has been tutoring informally "after hours" in her apartment with teenagers in her neighborhood. She has frequently loaned her personal books and has felt the need for more and better books. She could serve about twenty teenagers if she had a good supply of books in her apartment.

When the tutoring program gets underway, probably soon after the first of the year, books can be supplied to tutees (grade-school children) and tutors (high school students). Since this pprogram is not yet underway, I am not really including it in this proposal, only mentioning it as an "expansion" possibility.

When Lucy leaves in the summer of 1967, both the children's books and the high-school level books would go into the neighborhood center library.

Roger Phenix works in Johns Island, S.C. under the sponsorship of the county-wide (Charleston county) Citizens' Committee, a predominantly Negro voters' league. He works as a teacher's aid in the Headstart program on Johns Island and with groups of teenagers in the program of the Progressive Club Center on the island. Like Lucy, he could use books in connection with the preschool in which he works--except that there are about fifty children in the Johns Island Headstart program. He also has contact with a larger number of teenagers, about forty. The books for teenagers would be housed at the Progressive Club Center, the site of frequent meetings and parties, and also the place where Roger lives. (He has an apartment in the rear.) He would lend books to individuals, and there is every likelihood that books on the subject of civil rights and Negro history would be related to programs and discussions at the Center. (Roger wrote that Black Power was the subject of a recent youth group meeting.) After Roger left (July, 1968) the books would remain in the Center.

Bob Gainer works as a teachers' aid in the elementary school in Clairfield, Tennessee, a small, isolatedmountain village near the Kentucky border. He works in a spare room in the school (the health clinic) with groups of four or five kids who are in classes of thirty-five or more and are doing poorly in reading. He works with them in phonics, and generally tries to interest them in reading and in expressing themselves. He needs books for slow-learning grade school children.

In visiting the homes of some of these children, he has discovered older youth who need to be encouraged to read; and he also hopes soon to start an evening recreation program at the school for teenagers. It will probably start with basketball, but if there were attractive books there, Bob thinks the teenagers would respond. There is also a good possibility that an OEO-financed community center will soon be started, and Bob will be very much involved in its program. When he leaves (July, 1968), the books would be housed in the community center; or if that is not built, in the school.

This mountain community of about 1000, in which Bob has just started working, is really the most needy from the point of view of reading material, and the possibilities for Bob's making creative use of the books are great.

Bob Seeley, working in Sumter, S.C. under the auspices of the Sumter County Civic League, has worked in cooperation with the pastor and members of the Second Presbyterian Church (Negro) in Sumter to start a tutoring program in the church, which is situated in the largest Negro neighborhood in town. Bob, who lives in two rooms of the parsonage next to the church, supervises the tutoring program. He needs books for grade-school children and junior high age young people. They would be kept in the church basement and their loan to the children would be overseen by Bob for the two years he is there (until July, 1968); thereafter they would belong to the church, which hopes to become increasingly active as a community center.

There are several distinctive features in this proposal to distribute books through VISA volunteers. First, the books are to be distributed within the framework of ongoing programs--that is, the distribution and use of the books will occur within the context of regular, day-to-day contact. Thus follow-up and evaluation are implicit within the terms of the distribution arrangement; both will occur on an individual basis and in company with a more comprehensive relationship than that provided by the books alone.

Further, there is assurance in each case of a permanent home and use for the books after the VISA volunteer is gone.

As far as specific evaluative procedures are concerned, SRC could expect quarterly reports from each VISA volunteer participating. (They make quarterly reports to the Philadelphia office of AFSC and should be willing to do the same for SRC.)

To be specific as to the books needed--they are in two categories, children's books and books for teenagers.

Children's books

Louise: send several books for each child.

Number: enough to serve 20 Negro pre-schoolers in Goldsboro
" " " 50 " " " Johns Island
" " " 50 " grade school kids in Sumter
" " " 50 white (mountain) grade school kids in Clairfield

Kind: about everything you've got (the given list is not very big). A justification for sending a broad range of books is in the evaluative possibility: our volunteers will be able to say which are most effective. The animal books and the integrated readers seem espedially good.

Books for teenagers

Number: enough to serve 20 Negro teenagers in Goldsboro
enought " " 40 " " " Johns Island
" " " 40 white (mountain) teenagers in Clairfield
" " " 20 Negro teenagers in Sumter

Kind: All the good limited vocabulary books. Books of short stories, how-to-do-it books, adventure-story books if not to difficult (we'll serve mainly boys except in Goldsboro), the Jules Verne and H.G. Wells books, documentary and picture history, vocational guidance books (esp. for boys); for the three Negro communities, books on Negro history.

(Note: Books in the categories The Family and Cooperatives look very good and useful, and all these volunteers are in community situations where those books are most relevant. I hope it will be possible to include them in the group given to each volunteer, and I know they will be used. I have not included them in the body of this proposal because I cannot predict their use on the same personal basis as the children's books. However, I am sure it would be worthwhile to include them.)

Distribution: Send books to me at 2038 Randolph Road, Charlotte, N. C., and I will deliver them personally to the volunteers as I make field trips. (I would like to have them so that I can show them to our six other volunteers in the hope of interesting them in the project.)

Respectfully submitted,

LOUISE NOTE

Robert F. Welsh
Field Director, VISA-USA

cc: Will Allred

December 9, 1966

Mr. Robert F. Welsh
Field Director, VISA-USA
American Friends Service Committee
160 North Fifteenth Street
Philadelphia, Pennsylvania 19102

Dear Mr. Welsh:

I have received from Will Allred your letter and proposal for paperback books. Your proposal looks excellent, and we are pleased to supply the books through the VISA volunteers. We agree wholeheartedly on the numerous advantages to be gained by using the VISA set-up.

Enclosed is a Xerox of the order I have sent to the Atlanta News Agency. (The books will go to you at 2038 Randolph Road in Charlotte.) The total number of books comes to about 2,270. If you wish any changes, either as to amount or titles selected, just let me know. Allow at least three weeks for delivery, because of the number of orders preceding yours and the possible need to contact the publishers for additional copies of certain books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

TO: Mr. Robert F. Welsh
Field Director, VISA-USA
American Friends Service Committee, Inc.
2038 Randolph Road
Charlotte, North Carolina

ORDER:

See attached book list.

This totals 2268 books.

American Friends Service Committee

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
4—Adventures of Huckleberry Finn
4—Adventure of Robin Hood
4—Adventures of Tom Sawyer
African Treasury
4—Alice's Adventures in Wonderland and Through the Looking Glass
4—All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
4—Animal Farm
Anna and Her Daughters
4—Anne Frank: Diary of a Young Girl
4—April Morning
The Assistant
4—Away All Boats

Banners at Shenandoah
4—Basketball
4—Batman books
4—Beany and the Beckoning Road
4—Beasts of Tarzan
4—Beatles in a Hard Day's Night
4—Becky's Island
The Bedford Incident
4—Behind the Plate
4—A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
4—Black Arrow
4—Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
4—Brave New World
4—Breaking the Bonds
4—Bridges at Toko-Ri
4—Buffalo Chief
Bulfinch's Mythology
4—But Not Next Door

4—Call of the Wild; White Fang
4—Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
4—Chad Hanna
Cheaper by the Dozen
4—Childhood's End
4—A Christmas Carol
4—Chucklebait
4—City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
4—Crash Club
Cry, the Beloved Country

4—Dangerous Summer
4—A Day in the Life of President Kennedy
4 each of several—Dennis the Menace books
4—Deputy's Revenge
Devil's Advocate
Diamonds are Forever
4—Drag Doll

Earthlight
4—East of Eden
4—Easy to Make Gifts
4—Elizabeth and the Young Stranger
4—Exodus

Fall of the House of Usher

4 —Family Nobody Wanted
4 —Fate is the Hunter
4 —Fighting Angel
4 — Fighting Marines
4 — The Fighting Southpaw
4 — Folksongs for Fun
4 — For Bond Lovers Only
4 each of several — For the Love of Peanuts, other Peanuts books (Schulz)
4 —For Your Eyes Only
4 — Fresh and Salt Water Fishing
4 —Fury

4 —Genghis Khan (Lamb)
4 —Georgia Boy
4 —Glory Be!
4 — Goldfinger
4 — The Good Earth
4 — Goodbye, Mr. Chips
4 —Grapes of Wrath
4 — Great American Short Stories
4 —The Great Escape
Great Expectations
4 — Great Sea Stories
4 — Great Tales of Action and Adventure
4 —Gus Wilson's Model Garage

4 —Harte of the West: 17 Stories by Bret Harte
4 —His Eye is on the Sparrow
4 — Hobbies for Pleasure and Profit
4 — Hot Rod
4 — Hot Rod Angels
The Hound of the Baskervilles
4 — How to Draw and Paint
4 — How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

4 — I Always Wanted to Be Somebody
Immortal Poems of the English Language
4 — The Incredible Journey
4 — Inherit the Wind
4 — Inn of the Sixth Happiness
4 — Invasion: They're Coming
Ivanhoe

4 — The Jungle Books

4 — Kidnapped
4 — Kim
4 — Kon-Tiki

4 — Language of Love
4 — A Lantern in Her Hand
4 — Lassie Come-Home
4 — Laughing Boy
4 — The Learning Tree
4 — Legend of Sleepy Hollow
4 — My Life as an Indian
4 — The Light in the Forest
4 — Lilies of the Field
The Living Tide
4 — Lord of the Flies
4 — Lost on Venus

The Mad Sampler
Major American Poets
4 — Man on a Raft
4 — The Man Who Never Was
4 — The Many Loves of Dobie Gillis

4 — Mastermind of Mars
4 — McCall's Book of Paper, Wood and Paint Crafts
4 — McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
4 — The Miracle Worker
4 — Mister Fisherman
4 — Moon Fleet
The Moon is Down
Moonraker
Moonstone
4 — The Most Dangerous Game
4 — My Antonia
My Life and Hard Times
4 — My Lord, What a Morning
4 — The Mysterious Island
4 — Mysterious Stranger and Other Stories

4 — Nature Crafts
4 — New Pocket Anthology of American Verse
4 — New Treasury of Folk Songs
The Night They Burned the Mountain
4 — 1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
4 — Old Man and the Sea
4 — Old Yeller
4 — On the Beach

4 — The Pearl
4 — Pocket Book of Stories - O. Henry
4 — Popular History of Music
4 — Prince and the Pauper
4 — Prison Nurse
4 — Pro Football Handbook
Pudd'nHead Wilson

4 — Quest of the Snow Leopard

4 — A Raisin in the Sun
The Red Badge of Courage
4 — The Red Pony
4 — Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
4 — Run Silent, Run Deep

Sartoris
Scaramouche
4 — The Scarlet Letter
4 — Screwball
4 — Sea Wolf
4 — Serpent's Coil
Seven Days in May
4 — Seventeen
4 — Shane
4 — The Shook-up Generation
4 — A Single Pebble
Six Great Modern Plays
4 — Somebody Up There Likes Me
4 — The Spy Who Loved Me
4 — Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
4 — Strangest of All
4 — Street Rod
4 — Study in Scarlet and Sign of the Four
4 each of several — Superman books

4 — Sweet Thursday
4 — Swiss Family Robinson

4 — Tales of the Incredible
4 — Tales of Terror and Suspense
4 — Teahouse of the August Moon
Teen-Age Dance Book'
Teensville, USA
4 — Ten Modern American Short Stories
4 — Three Comedies of American Life
4 — Thunderball
4 — Time is the Simplest Thing
4 — The Time Machine
4 — The Time of Her Life
4 — To Kill a Mockingbird
4 — Tobacco Road
4 — Tortilla Flat
4 — The Train from Katanga
4 — Travels of Marco Polo
4 — Treasure Island
4 — The Tunnel Escape
4 — 20,000 Leagues Under the Sea
Two Years Before the Mast

4 — Vietnam Diary
4 — Von Ryan's Express

The Wanderer
4 — War Beneath the Sea
4 — War of the Worlds
4 — What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

4 — A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arthur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY

16 —Billy Budd (1000 word level)
16 —Golden Trails (2000 word level)
16 —The Red Badge of Courage (2000 word level)
16 —The Turn of the Screw (2000 word level)

8 copies of each book.

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan-Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

4 copies of each book.

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U. of Chicago)
The American Scene: 1600-1860
4—Americans All: Story of Our Latin American Neighbors
Ark of Empire: American Frontier 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
4—Background to Viet Nam
Banners at Shenandoah
4—The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
4—Combat: War with Germany
4—Combat: War with Japan
4—Day Lincoln Was Shot
Day of Infamy
4—Documentary History of the U.S.A. (Heffner)
4—Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
4—The Good Years (1900-1914)
The Great Adventure: America in the First World War
4—The Great Dissenters
4—Great Untold Stories of World War II
Here to Stay
4—Hiroshima
A History of Russia
4—History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
8—How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
4—Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
4—Only Yesterday
Our 50 United States
4—Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
8—Picture History of the Modern World
A Pocket History of the United States
4—President Kennedy Selects Six Brave Presidents
4—Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
4—Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
4—Stories of Modern America

4— They All Discovered America
Thomas Jefferson
4— A Time to Stand
4— The Wall
When the Legends Die
4— Wonders of the World
Woodrow Wilson and the New America
4— The World of Ancient Man
World War II in Pictures

29

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
4 — Basic Algebra Self Taught
4 — Basic Biology Self Taught
4 — Basic Chemistry Self Taught
Basic Facts of Human Heredity
4 — The Body in Action
4 — Books That Changed the World
Butterflies and Moths
4 — College Scholarships and Loans: Who Gets Them--How and Why
4 — Complete Handbook of Better English
4 — Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
4 — Economics in One Lesson
4 — Electronics for Everyone
4 — Engineering
4 — English for Everyone
4 — English Through Pictures, Books 1 and 2
Everglades National Park
4 — Everyday Arithmetic Self Taught
Exploration of Space
8 — First Workbook of English
Flowers
Fossils
8 — Fun with Words, Grade 1, 2, and 3
8 — Fun with Words and Pictures
4 — Getting Ready to Read
12 — Grade One Practice Workbook Reading
4 — Grammar Self-Taught
4 — Great Inventions
4 — Growing Plants
4 — Help Your Child Succeed in School
Heredity, Race, and Society
4 — How and Why Wonder Book of Beginning Science
4 — How and Why Wonder Book of Our Earth
How Much is a College Degree Worth to You
How the Great Religions Began
4 — How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
8 — Math, Grade 1, 2, 3, 4
4 — Mathematics in Everyday Things
4 — Mathematics Tables and How to Use Them
4 — New American Guide to Colleges
12 — New American Webster Handy College Dictionary
8 — New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
4 — Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
4 — Penguin Encyclopedia
4 — People and Places
4 — Pictorial History of Western Art
4 — Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
4 — Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
4 — Shortcuts to Effective English
Silent World
Southwest
8 — Stop, Look, and Write
4 — The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
12 — 3-In-1 Workbook, Grade 1 and 2
Trees
8 — 20 Steps to Perfect Spelling
4 — Walt Disney Story of Our Friend the Atom
4 — Weather
4 — Words Most Often Misspelled and Mispronounced
4 — You and Your Senses
Zoology

40

VOCATIONAL GUIDANCE

4—The Bantam Book of Correct Letter Writing
4—Career Guide for Young People
The Delso Sisters, Beauticians*
4—From High School to a Job
4—How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
4—John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
4—The Millers and Willie B.; Butcher, Baker, Chef*
4—1001 New Job Opportunities
4—1001 Top Jobs for High School Graduates
4—Opportunities in Agricultural Engineering
4—Opportunities in Free Lance Writing
4—Opportunities in Machine Shop Trades
4—Opportunities in Office Occupations
4—Opportunities in Phamacy Careers
4—Opportunities in Recreation and Outdoor Education
4—Opportunities in Social Work Careers
4—Opportunities in Teaching Careers
Six Ways to Get a Job
4—So You Want to Be a Doctor
4—So You Want to Be a Lawyer
4—So You Want to Be a Nurse
4—Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

4 copies of each book.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U. S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
4 — Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
4 — The U.N. and How It Works
4 — U. S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

4 copies of each book.

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

cc: Will Allred

October 28, 1966

Mr. LeMarquis DeJarmon
North Carolina College Law School
Durham, North Carolina 27707

Dear Mr. DeJarmon:

Will Allred of the North Carolina Council on Human Relations has asked me to send you the bibliography we have developed for our paperback book project. I am happy to enclose it and look forward to hearing about your plans for such books and the kinds of people you hope to serve.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

cc: Mr. LeMarquis DeJarmon
Will Allred

November 21, 1966

Mrs. Marie C. Torian
Branch Executive Director
Harriet Tubman Branch YWCA
312 East Umstead Street
Durham, North Carolina

Dear Mrs. Torian:

You have an energetic plan for the paperback books, and we wish you every success.

We have sent your order to the Atlanta News Agency, which will collect and ship the books to you. Allow about three weeks for delivery.

After your program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

OFFICE 684-0191

Young Women's Christian Association
HARRIET TUBMAN BRANCH
312 E. UMSTEAD STREET
DURHAM, N. C.

November 11, 1966

Miss Louise Cole,
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

Dear Miss Cole:

Mr. LeMarquis DeJarmon has referred your letter of October 28, 1966 to us.

Thank you for the Paperback Book bibliography, available to us, through the Southern Regional Council, Inc.

The Harriet Tubman Branch of the Y. W. C. A. and its Committee on Administration have assumed the responsibility for the distribution of the books. You will find our proposed plan for the distribution of the books and a checked copy of the desired books.

We are pleased to be able to render our services to such a worthy and timely project for many deprived citizens of our various communities. Thank you.

Sincerely,

Marie C. Torian
(Mrs.) Marie C. Torian,
Branch Executive Director

MCT/h
Encl.

CC: Mr. William C. Allred, Jr.,
Executive Director
233½ N. Greene Street
Greensboro, N. C. 27401

Mr. LeMarquis DeJarmon
125 Masondale Avenue
Durham, N. C.

TO: Harriet Tubman Branch YWCA
312 East Umstead Street
Durham, North Carolina

Attention: Mrs. Marie C. Torian

ORDER:

See attached book list.

This totals 715 books.

MEMO

TO: Miss Louise Cole
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia

FROM: Harriet Tubman Branch YWCA
Mrs. Marie C. Torian, Branch Executive

SUBJECT: Proposal for distribution of Paperback Books

The Harriet Tubman Branch of the Y. W. C. A., under the direction of Mrs. Marie Torian and the Committee on Administration of the Branch, propose to utilize the Paperback Books in the following manner:

1. Provide additional reading materials for our existing tutorial programs rendered by the Y-Teens and other tutorial program centers.

2. Plan to establish reading rooms at the YWCA residence halls. The YWCA provides "story hours" and Day Care facilities for all ethnic groups. Many of the Teenage, Adult Leisure Reading and Children's Books, as well as those dealing with community improvement and vocational guidance will be placed at these centers.

3. We have secured the help of several mother's clubs to aid in setting up neighborhood reading centers. These centers will spread out through Durham and Orange counties in some of the most deprived areas.

4. Plans for "older citizens" to share in this program are also listed. A reading room shelf at their meeting places will be established. Some groups meet in church annexes and the reading shelf will help several groups.

5. Provide books on the history of Negroes in America to school libraries in the general communities.

6. The vocational guidance books will be placed in the junior and senior high school Counselor's areas on a lending shelf basis, so that all schools may share them.

7. Children's books will be placed in the Hospital Ward areas and Teen-age-Adult books will be available for use while in hospital.

8. Books will be catalogued by a simple card method. A record can then be kept of the books.

9. Ship books to: Harriet Tubman Branch YWCA
312 E. Umstead Street
Durham, North Carolina

ATTN: Mrs. Marie C. Torian

Harriet Tubman Branch YWCA

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
✓ Adventures of Huckleberry Finn
✓ Adventure of Robin Hood
✓ Adventures of Tom Sawyer
✓ African Treasury
✓ Alice's Adventures in Wonderland and Through the Looking Glass
✓ All Quiet on the Western Front
✓ All the King's Men
✓ An American Tragedy
Andersonville (Sig.)
✓✓ Animal Farm
Anna and Her Daughters
✓ Anne Frank: Diary of a Young Girl
✓ April Morning
✓ The Assistant
✓ Away All Boats

Banners at Shenandoah
✓ Basketball
✓ Batman books
Beany and the Beckoning Road
✓ Beasts of Tarzan
✓ Beatles in a Hard Day's Night
✓ Becky's Island
The Bedford Incident
✓ Behind the Plate
✓ A Bell for Adano
Beverly Hillbillies Book of Country Humor
✓ Billy Budd and Typee
✓ Black Arrow
✓ Blackboard Jungle
✓✓ Born Free
✓ Boy Next Door
✓ A Boy Ten Feet Tall
✓ Brave New World
✓ Breaking the Bonds
✓ Bridges at Toko-Ri
✓ Buffalo Chief
✓✓ Bulfinch's Mythology
But Not Next Door

✓ Call of the Wild; White Fang
✓ Call Them Heroes. Books 1-4 (Silver-Burdette)
✓ Cannery Row
Casino Royale
✓✓ Catcher in the Rye
✓ Chad Hanna
✓ Cheaper by the Dozen
Childhood's End
✓✓ A Christmas Carol
✓ Chucklebait
✓ City Boy
✓ A Connecticut Yankee in King Arthur's Court
✓ Count of Monte Cristo
✓ Crash Club - Felsen
✓✓ Cry, the Beloved Country

Dangerous Summer
✓ A Day in the Life of President Kennedy
✓✓ Dennis the Menace books
Deputy's Revenge
Devil's Advocate
✓ Diamonds are Forever
✓✓ Drag Doll

Earthlight
✓ East of Eden
✓ Easy to Make Gifts
Elizabeth and the Young Stranger
✓ Exodus

✓ Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

none

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

Order: Previous 4 pages
plus one copy of every book
in every category except above.

September 26, 1966

Youth Educational Services
P. O. Box 1168
Durham, North Carolina

Dear Sir:

I have placed your order with the Atlanta News Agency (I hope I read it correctly) and return your original in case you need it. Allow about three weeks for delivery.

Your proposal sounds like an ambitious one, and we hope you succeed in each of your efforts. Later we will need a brief follow-up report so that we can learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

A Proposal To Receive Books From The Southern Regional Council - By Youth Educational Services
Box 1168
Durham, N.C.

Youth Educational Services is a student-run organization with a full time staff that has committed itself to working with problems of poverty and education in North Carolina. It's main function has been to provide tutoring projects throughout the state with technical advice, training, and materials. However, as a result of last summer, it is moving into a new field which seeks to combine community organization with tutoring. Although most of the tutoring projects affiliated with Y.E.S. have very loose ties, there are a number of projects which were developed by Y.E.S. this past summer and which come more directly under our auspices. It is in these six projects that we would like to utilize the program of paperback book distribution offered by the Southern Regional Council. The ways in which the books will be distibuted are the following: Some books will be used as actual tutoring material. Others will be part of a community library in which students who are interested may take books out on loan. And lastly, some books will be distributed on long term loan to adults who are interested in reading them.

Although we have no formal book program as such, in most of our projects an informal lending system has been developed with books and materials that have been donated by various sources. Most of these books are used soley for the purpose of tutoring. The types of books needed and how they will be used depends on each individual project.

In Bertie County, a rural project operating in the eastern part of the state, we would prefer informational material pertaining

to adult skills, and also children's liesure reading books. (See attached list for more specific information) The administrator of the tutoring program would distribute the children's books to his various co-ordinators who work in the local community. They in turn would set up a small lending library for their tutors and tutees, most likely located in their own homes or a club in the local negro community. This would prove very helpful since the local library facilities do not offer nearly enough material for our purposes. It would also bring books into the environment of the children who otherwise might not be motivated to go out of his way to search for them. General informational material would be distributed through the local co-ordinators to give out to parents on a long term loan basis.

In Fayetteville we are mainly interested in literature dealing with Negro history, African culture, race relations, and civil rights. Most of these books would be kept in the community center which is closely tied up with the tutoring program there. These books would be used in conjunction with the negro history seminar that we are running, and the participants of the seminar would borrow books on a one-for-one swap-in basis.

In Greensboro we would like to use children's liesure reading books. Since the tutoring program runs throughout a number of federal housing projects, we would like to establish a small library in each project where the tutors and tutees could sign out books on a temporary loan basis.

In Laurinburg we would like to use books in the category of teenage liesure reading. We would place these in a small community center in the negro community, under a staff member of the tutoting

program. Once again we are interested in bringing books into the local slum environment in the hope that the youngsters will be more apt to read them then if it ~~was~~ were necessary to walk into the unfamiliar atmosphere of the public or collge library.

In Charlotte we would hope to obtain books coming under the category of children's leisure reading books and they would be administered under a program similar to Laurinburg.

Up in the mountains in Boone we would like to use books dealing with Negro history, African culture, race relations and civil rights. These too would be distributed through local co-ordinators in the tutoring program.

It is our intention, if these books are made available, to employ local people to look after these books . That way we can be somewhat assured that the program will coninue to go hand and hand with the tutoring program, even after we leave.

A Color Key

Bertie Countie

Fayetteville

Greensboro

Laurinburg

Charlotte

Boone

To: Youth Educational Services
P. O. Box 1168
Durham, North Carolina

Order:

See attached book list.

This totals 826 books.

Youth Educational Services
total 826

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
5 - Adventures of Huckleberry Finn
Adventure of Robin Hood
1 - Adventures of Tom Sawyer
African Treasury
1 - Alice's Adventures in Wonderland and Through the Looking Glass
1 - All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
3 - Animal Farm
Anna and Her Daughters
3 - Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

1 - Banners at Shenandoah
1 - Basketball
30 - Batman books
Beany and the Beckoning Road
1 - Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
1 - A Bell for Adano
Beverly Hillbillies Book of Country Humor
1 - Billy Budd and Typee
Black Arrow
5 - Blackboard Jungle
3 - Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
1 - Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

1 - Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
1 - Cannery Row
3 - Casino Royale
3 - Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
1 - City Boy
A Connecticut Yankee in King Arthur's Court
1 - Count of Monte Cristo
Crash Club
Cry, the Beloved Country

1 - Dangerous Summer
1 - A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
1 Fate is the Hunter
Fighting Angel
1 Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
3 Goldfinger
The Good Earth
2 Goodbye, Mr. Chips
Grapes of Wrath
1 Great American Short Stories
1 The Great Escape
Great Expectations
Great Sea Stories
3 Great Tales of Action and Adventure
Gus Wilson's Model Garage

1 Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
1 Hot Rod
1 Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
1 Invasion: They're Coming
Ivanhoe

1 The Jungle Books

Kidnapped
Kim
1 Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
1 Lilies of the Field
The Living Tide
1 Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
2 - Moonraker
Moonstone
2 - The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

2 - Of Mice and Men
Official Rules of Card Games
2 - Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

2 - A Raisin in the Sun
2 - The Red Badge of Courage
2 - The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
1 - Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
2 - The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
2 - Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
1 Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
2 Thunderball
Time is the Simplest Thing
2 The Time Machine
The Time of Her Life
1 To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
1 The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

1 set THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

- Billy Budd (1000 word level)
- Golden Trails (2000 word level)
- The Red Badge of Courage (2000 word level)
- The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

5 - Abe Lincoln Gets His Chance
5 - The Adventures of Pinocchio
5 - Aesop's Fables (Dell)
15 - Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
10 - Bambi
Barney Beagle
10 - Black Beauty
By Myself (I-III)
5 - Case of the Aluminum Crutch
5 - The Cat Book
5 - Child's Garden of Verses
Child's Story of Ancient Days
5 - Colors Are Nice
Coming of Flame
25 - Day with Debbie*
The Dog Book
10 - Donald Duck Book
The Duck on the Truck
5 - The Elephant Book
5 - Every Child's First English Color and Learn Book
The Fir Tree
5 - Fish Book
Flame, Son of Silver Cloud
25 - Four Seasons with Susy*
25 - Fun with David*
5 - Fun with Dots
The Gilead Bomb
10 - Golden Shape Books
Happy Children
15 - The House that Jack Built
5 - Humpty Dumpty Book
Hurry Up, Slowpoke
5 - I Made a Line
25 - In the Big City*
5 - Jack and the Beanstalk
5 - King Who Learned to Smile
25 - Laugh with Larry*
Little Gray Mouse and the Train
10 - New Girl at Merrywhether
5 - Night Before Christmas
10 - Our Animal Story Books
5 - The Owl and the Pussycat
5 - Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
10 - Peter Pan
10 - Popeye
5 - Question and Answer Book
5 - Read-Aloud Funny Stories
5 - Robin West: Freshman Nurse
5 - Robin West: Nurse's Aide
Samax, the Gladiator
10 - Secret of the Dark Stranger
5 - The Selfish Giant
Sturdi Contour Books
25 - Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
15 - The Tracy Twins in Japan
5 - 12 Days of Christmas
Wizard of Oz
15 - Wonderbooks
The Wouldbegoods (Penguin-Puffin)
10 - Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
2 - African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
2 - The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
6 - Black Boy
Black Humor
11 - Black Like Me
2 - Black Metropolis
2 - Black Muslims in America
2 - Black Nationalism
Black Treasure (Barlow, Tempo)
2 - But Not Next Door
8 - Cool World
2 - Crisis in Black and White
Essays on the History of the American Negro
5 - Fight for Freedom: Story of NAACP
7 - The Fire Next Time
Fire-Bell in the Night
3 - For Human Beings Only
Freedom Summer
5 - From the Back of the Bus
Geography of African Affairs
2 - Go Tell It on the Mountain
A Handbook of African Affairs
2 - Home to Harlem
2 - I Always Wanted to Be Somebody
2 - Inside the Ku Klux Klan
3 - In White America
3 - Invisible Man
3 - Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
2 - Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
2 - Mr. Kennedy and the Negroes
2 - Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
2 - The Negro Revolt
Negro Today
10 - Nigger
4 - Nobody Knows My Name
4 - Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
2 - Roosevelt Grady
Sex and Racism in America
2 - Souls of Black Folk
The South and the Southerner
2 - South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
6 - Stride Toward Freedom
This is My Country Too
The Troublesome Presence
4 - Up From Slavery
2 - We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
10 - Why We Can't Wait
4 - Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

1 - Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
2 - Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
2 - Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
1 - Complete Guide to Home Sewing
1 - Cookbook for Beginners
2 - Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
2 - Explaining Life to a Child (Dell)
2 - Facts of Life and Love for Teenagers
2 - Facts of Love and Marriage for Young People
2 - Family First Aid
1 - Family Legal Adviser
1 - Family Medical Encyclopedia
2 - Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
1 - First Aid for the Ailing House
2 - Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
2 - The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
2 - Key to Physical Fitness
McCall's Easy Sewing Book
2 - New Handbook of Modern Birth Control
2 - New Ways in Sex Education
2 - Nutrition in a Nutshell
2 - On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
2 - Planned Parenthood
2 - Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
2 - To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

November 28, 1966

Miss Ruth M. Phillips
CONCERN, Inc.
USO Building
1729 Assembly Street
Columbia, South Carolina, 29201

Dear Miss Phillips:

I have your letter and have sent your book order to the Atlanta News Agency, which will collect and ship the books to you. Allow at least three weeks for delivery.

We wish you every success with the seven centers.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

CONCERN, INC.

The Council On Neglected Community Economic Resource Needs, Inc.

USO BUILDING / 1729 ASSEMBLY STREET / COLUMBIA, S. C. 29201

PHONE 803 256-4376

Following Charter Amendment name will be changed to:
Lexington-Richland Economic Opportunity Agency, Inc.

November 22, 1966

Louise Cole
Paper Back Project
Southern Regional Council, Inc.
5 Farsyth St., N. W.
Atlanta, Georgia

Dear Miss Cole:

I have been appointed Supervisor of Non-Curricular Activities for Concern, Inc.

We are in the process of setting up seven centers to cover our neighborhood needs, from nurseries for nine-month to thirty-five-month olds, Day Schools for three-five, tutorial programs for Elementary through High School and Home Management programs for all who want them.

Your Paper Back Project seems the thing that we need to fill a great void - lack of books.

We plan to keep a Master File here at the Central office on each book after Columbia College students with their head Librarian have catalogued them for us. Each Center will have its own small "library" with services such as exist in the City Library.

We feel this adds dignity to the individual and relates to you the extent of our appreciation for your fine service.

We shall gladly furnish you with any reports or evaluation you may require for your records.

Very truly yours,

Ruth M. Phillips

Ruth M. Phillips

RMP/tps

cc: Alice Spearman

November 1, 1966

Mr. Eugene W. Hagans, Director
Camp Fornance Community Center
c/o CONCERN, Inc.
USO Building
1729 Assembly Street
Columbia, South Carolina 29201

Dear Mr. Hagans:

Your plans for the Camp Fornance area sound great, and we wish you every success. We are glad that books will be a part of your program.

I am enclosing a bibliography in case you may need one. The total number of books you may order depends simply on how many you think can profitably be used. Feel free to select more than 350 if you think your program calls for more. You may order by category if you want all the books in that category, or you may want to select certain titles and exclude others. You may also order more than one copy of a book. I notice your request for 35 of the Classic Shelf and Limited Vocabulary Editions. The Classic Shelf (Basic One Hundred) has to be ordered as a unit--100 in a package.

We look forward to seeing your selection, by category or title, and how many of each. After your program has been in operation for awhile, we will need a brief follow-up report so that we can learn about the response to the books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

PROPOSAL TO THE SOUTHERN REGIONAL COUNCIL
for
PAPERBACK BOOKS

The Camp Fornance Community Center is operating under the auspices of CONCERN, Inc., the CAP Agency for Richland and Lexington Counties. The Camp Fornance area (Blackbottom) is the worse poverty-stricken in Richland County.

We think that we have found the key to help these people to help themselves obtain higher moral and cultural standards.

Any type of help that can be given is needed.

In less than a month, a Cub Pack, Boy Scout and Girl Scout troops have been Organized; a Neighborhood Committee has also been set up. Other Clubs such as Mother's Club, Garden Club, and Men's Clubs will be organized.

Field trips to industrial establishments and cultural centers will be conducted. This along with panel groups who will connect the points of interest in discussion and the field trips will add to their cultural enrichment.

A Book Club will be set up and book reviews will be held once each month. This will be held with the cooperation of the public school teachers in the area. A record will be kept of the number of books used within the center and those checked out. A Neighborhood Worker will be used to properly check the books in and out.

Adult Education classes will also have access to these books, along with groups sent in by the Home Economist working in the area and also the Home Demonstration Agent.

Story-telling and reading programs will also be conducted for the pre-school children.

Our request is for Three Hundred Fifty (350) books, namely:

40 - Children's Books

50 - Teenagers, Adults Leisure Reading

35 - Classic Shelf and Limited Vocabulary Editions

30 - Negro History, Culture, Race Relations, African Culture

30 - History (Mainly American)

50 - School Subjects, Skills, Reference Books

25 - Vocational Guidance

30 - The Family, etc.

30 - Community Improvement

30 - Consumers

Respectfully requested,

Eugene W. Hagans

Eugene W. Hagans, Director
Camp Fornance Community Center

The South Carolina Council on Human Relations
1330 LAUREL STREET
Columbia, South Carolina

October 28, 1966

Miss Louise Cole,
Southern Regional Council,
5 Forsythe St., N. W.
Atlanta, Ga. 30303

Dear Louise:

We are pushing the Paper Back project in many directions and are happy that the Rev. Eugene Hagans, who was a member of our staff for a year, has formulated an excellent plan with neighborhood groups which are a part of the Richland-Lexington Counties OEO program. Mr. Hagans is currently directing important aspects of the neighborhood activity. He is highly motivated and will see that good use is made of the books, we feel sure. We are happy to endorse his application and do so hearily. We shall, along with Mr. Hagans, hope for an early and affirmative response.

Sincerely,

Alice Spearman

Alice N. Spearman
Executive Director

ANS.sm

TO: Miss Ruth M. Phillips
CONCERN, Inc.
USO Building
1729 Assembly Street
Columbia, South Carolina 29201

ORDER:

See attached book list.

This totals 2058 books.

CONCERN, Inc.

TEENAGER, ADULTS LEISURE READING

No. of Books Needed will be indicated before title -

2 Across Five Aprils (Grosset-Tempo)

2 Adventures of Huckleberry Finn

2 Adventure of Robin Hood

2 Adventures of Tom Sawyer

2 African Treasury

2 Alice's Adventures in Wonderland and Through the Looking Glass

2 All the King's Men

2 An American Tragedy

2 Andersonville (Sig.)

2 Animal Farm

2 Anna and Her Daughters

2 Anne Frank: Diary of a Young Girl

2 April Morning

2 The Assistant

2 Away All Boats

2 Banners at Shenandoah

2 Basketball

2 Batman books

2 Beany and the Beckoning Road

2 Beasts of Tarzan

2 Beatles in a Hard Day's Night

2 Becky's Island

2 The Bedford Incident

2 Behind the Plate

2 A Bell for Adano

2 Beverly Hillbillies Book of Country Humor

2 Billy Budd and Typee

2 Black Arrow

2 Blackboard Jungle

2 Born Free

2 Boy Next Door

2 A Boy Ten Feet Tall

2 Brave New World

2 Braaking the Bonds

2 Bridges at Toko-Ri

2 Buffalo Chief

2 Bulfinch's Mythology

74

2 But Not Next Door

2 Call of the Wild; White Fang

2 Call Them Heroes Books 1-4 (Silver-Burdette)

2 Cannery Row

2 Casino Royale

2 Catcher in the Rye

2 Chad Hanna

2 Cheaper by the Dozen

2 Childhood's End

3 A Christmas Carol

2 Chucklebait

2 City Boy

3 A Connecticut Yankee in King Arthur's Court

2 Count of Monte Cristo

2 Crash Club

2 Cry, the Beloved Country

2 Dangerous Summer

4 A Day in the Life of President Kennedy

4 Dennis the Menace books

2 Deputy's Revenge

2 Devil's Advocate

2 Diamonds are Forever

2 Drag Doll

2 Earthlight

2 East of Eden

6 Easy to Make Gifts

2 Elizabeth and the Young Stranger

2 Exodus

2 Fall of the House of Usher

2 Family Nobody Wanted

2 Fate is the Hunter

2 Fighting Angel

2 Fighting Marines

2 The Fighting Southpaw

8 Folksongs for Fun

84

2 For Bond Lovers Only

4 For the Love of Peanuts, other Peanuts books (Schulz)

2 For Your Eyes Only

2 Fresh and Salt Water Fishing

2 Fury

2 Genghis Khan (Lamb)

2 Georgia Boy

2 Glory Be!

2 Goldfinger

4 The Good Earth

4 Goodbye, Mr. Chips

2 Grapes of Wrath

6 Great American Short Stories

2 The Great Escape

2 Great Expectations

2 Great Sea Stories

2 Great Tales of Action and Adventure

2 Gus Wilson's Model Gargge

2 Harte of the West: 17 Stories by Bret Harte

2 His Eye is on the Sparrow

6 Hobbies for Pleasure

2 Hot Rod A

2 Hot Rod Angels

2 The Hound of the Baskervilles

6 How to Draw and Paint

4 How to Write a Song

4 Humore of J.F.K.

2 Humchback of Notre Dame

2 Hurry Sundown

2 I Alwyas Wanted to be Somebody

6 Immortal Poems of the English Language

2 The Incredible Journey

2 Inherit the Wind

2 Inn of the Sixth Happiness

2 Invasion: They're Coming

2 Ivanhoe

98

1 The Jungle Books

2 Kidnapped

2 Kim

2 Kon-Tiki

2 Language of Love

2 A Lantern in Her Hand

2 Lassie Come-Home

2 Laughing Boy

2 The Learning Tree

2 Legend of Sleepy Hollow

2 My Life as an Indian

2 The Light in the Forest

2 Lilies of the Field

2 The Living Tide

2 Lord of the Flies

2 Lost on Venus

2 The Mad Sampler

6 Major American Poets

2 Man on a Raft

2 The Man Who Never Was

2 The Many Loves of Dobie Gillie

2 Mastermind of Mars

8 McCall's Book of Paper, Wood and Paint Crafts

8 McCall's Make Your Own Decorations and Gifts Book

2 Member of the Wedding'

2 The Miracle Worker

2 Mister Fisherman

2 Moon Fleet

2 The Moon is Down

2 Moonraker

2 Moonstone

2 The Most Dangerous Game

2 Antonia

2 My Life and Hard Times

2 My Lord, What a Morning

2 The Mysterious Island

2 Mysterious Stranger and Other Stories

92

8 Nature Crafts

8 New Pocket Anthology of American Verse

8 New Treasury of Folk Songs

2 The Night They Burned the Mountain

2 1984

2 The 1965 Olympic Guide

4 No Time for Sergeants

2 Of Mice and Men

2 Official Rules of Card Games

2 Old Man and the Sea

2 Old Yeller

2 On the Beach

2 The Pearl

4 Pocket Book of Stories-O. Henry

4 Popular History of Music

2 Prince and the Pauper

2 Prison Nurse

4 ProFootball Handbook

2 Pudd'n Head Wilson

2 Quest of the Snow Leopard

2 A Raisin in the Sun

2 The Red Badge of Courage

2 The Red Pony

2 Robinson Crusoe

2 Romance of Leonardo Da Vinci

2 Romeo and Jeliet and West Side Story

2 Run Silend, Run Deep

2 Sartoris

2 Scaramouche

2 The Scarlet Letter

2 Screwball

2 Sea Wolf

2 Serpent's Coil

2 Seven Days in May

94

2 Seventeen

2 Shane

2 The Shook-up Generation

2 A Single Pebble

4 Six Great Modern Plays

2 Somebody Up There Likes Me

2 The Spy Who Loved Me

2 Stories from the Twilight Zone

2 Stories My Mother Never Told Me

2 The Story Catcher

2 Strangest of All

2 Street Rod

2 Study in Scarlet and Sign of the Four

2 Superman books

2 Sweet Thursday

2 Swiss Family Robinson

2 Tales of the Incredibly

2 Tales of Terror and Suspense

2 Teahouse of the August Moon

6 Teen-Age Dance Book

6 Teensville, USA

6 Ten Modern American Short Stories

2 Three Comedies of American Life

2 Thunderball

2 Time is the Simplest Thing

2 The Time Machine

2 The Time of Her Life

2 To Kill a Mockingbird

2 Tobacco Road

2 Rortilla Flat

2 The Train from Katanga

2 Travels of Marco Polo

2 Treasure Island

2 The Tunnel Escape

2 20,000 Leagues Under the Sea

2 Two Years Before the Mast

86

1 Vietnam Diary

2 Von Ryan's Express

2 The Wanderer

2 War Beneath the Sea

2 War of the Worlds

2 What Then Is Love

2 Where's Annie?

2 Wit's End

You

2 You Only Live Twice

2 A Zoo in my Luggage

22

A Connecticut Yankee in King Arthur's Court

Huckleberry Finn

Life on the Mississippi

The Prince and the Pauper

Twom Sawyer

Aroung the World in Eighty Days

A Jounery to the Center of the Earth

Master of the World

The Mysterious Island

Michael Strogoff

Twenty Thousand Leagues Under the Sea Robin Hood

Robin Hood

Ben Hur

The First Men in the Moon

The Food of the Gods

The Invisible Man

The Time Machine

The War of the Worlds

Leaves of Grass

The Virginian

The Picture of Dorian Gray

The Swiss Family Robinson

(Entire set ordered as a unit)

300

LIMITED VOCABULARY

6 Billy Budd (1000 word level)

6 Golden Trails (2000 word level)

The Red Badge of Courage (2000 word level)

The Turn of the Screw (2000 word level)

12

and

3 sets Basic One Hundred

CHILDREN'S BOOKS - LEISURE

2 Abe Lincoln Gets His Chance

2 The Adventures of Pinocchio

4 Aesop's Fables (Dell)

2 Ah Fu: A Chinese River Boy

2 Alice Gets a New Lobk

2 The Anytime Rings

4 Bambi

2 Barney Beagle

4 Black Beauty

2 ByMyself (I-III)

2 Case fo the Aluminum Crutch

2 The Cat Book

8 Child's Garden of Verses

2 Child' Story of Ancient Days

6 Colors Are Nice

2 Coming of Flame

2 Day With Debbie *

2 The Dog Book

6 Donald Duck Book

6 The Duck on the Truck

6 The Elephant Book

6 Every Child's First English Color and Learn Book

2 The Fir Tree

4 Fish Book

2 Falme,Son of Silver Cloud

4 Four Seasons with Suzy *

2 Fun with David *

6 Fun with Dots

2 The Gilead Bomb

2 Golden Shape Books

6 Happy Children

6 The House that Jack Built

6 Humpty Dumpty Book

6 Hurry Up, Slowpoke

2 I Made a Line

2 In the Big City *

2 Jack and the Beanstalk

2 King Who Learned to Smile

132

6 Laugh with Larry *

6 Little Gray Mouse and the Train

2 New Girl at Merrywhether

6 Night Before Christmas

6 Our Animal Story Books

6 The Owl and the Pussycat

2 Penny Takes the Stage

4 People Read (Macmillan ; Bank Street Readers)

4 Peter Pan

4 Popeye

4 Question adn Answer Book

6 Read Aloud Funny Stories

2 Robin West: Freshman Nurse

2 Robin West: Nurse's Aide

2 Samax, the Gladiator

2 Secret of the Dark Stranger

2 The Selfish Giant

2 Sturdi Contour Books

6 Sunny Days in the City *

2 Susshine Book

2 Surprise in the Tree

2 Tip Top Elf Rand McNalley Golden Future Coloring Books

6 Three Bears and Goldilocks

2 The Tracy Twins in Japan

2 12 Days of Christmas

2 Wizard of Oz

6 Wonderbooks

2 The Wouldbegoods (Penguin- Puffin)

6 Wynken, Blynken & Nod

* 1st grade readers with integrated pictures

106

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

2 The African (Signet)

2 African Heritage

2 African Independence (Dell)

2 Africa's Freedom

2 American Race Relations Today

2 The Angry Black South

2 Before the Mayflower-History of the Negro in America (1619-1962)

2 Black Boy

2 Black Humor

12 Black Like Me

2 Black Metropolis

2 Black Muslims in America

2 Balck Nationalism

2 Black Treausre (Barlow, Tempo)

2 But Not Next Door

2 Cool World

2 Crisis in Black and White

2 Essays on the History of the American Negro

2 Fight for Freedom: Story of NAACP

2 The Fire Next Time

2 Fire-Bell in the Night

2 For Human Beings Only

2 Freedom Summer

2 From the Back of the Bus

2 Geography of African Affairs

2 Go Tell It on the Mountain

2 A Handbook of African Affairs

2 Home to Harlem

2 I Always Wanted to Be Somebody

2 Inside the Ku Klux Klan

2 In White America

Invisible Man

2 Lift Every Voice: the lives of Booker T. Washington, W.E.B. DuBois, Mary Church Terrell, and James Weldon Johnson (Doubleday)

2 Mind of the South

2 Mississippi: the Closed Society (Harvest)

2 The Movement (Hansberry)

2 Mr. Kennedy and the Negroes

2 The Negro in the Making of America

74

2 Native Son

2 Negro in the United States; A Brief History

2 Negro Question

2 The Negro Revolt

2 Negro Today

2 Nigger

2 Nobody Knows My Name

2 Notes of a Native Son

2 On Being Negro in America

2 Portrait of a Decade

2 Race and Nationality in American Life

2 Roosevelt Grady

2 Sex and Racism in America

2 Souls of Black Folk

2 The South and the Southerner

2 South Town

2 Southern Tem per

2 The Story of Jazz

2 Strange Career of Jim Crow

2 The Strength to Love

2 Stride Toward Freedom

2 This is My Country Too

2 The Troublesome Presence

2 Up From Slavery

2 We Shall Overcome

2 When the Word is Given

2 Who Speaks for the Negro

2 Why we Can't Wait

2 Yours Pictorial History of the American Negro

58

HISTORY (MAINLY AMERICAN)

2 Abraham Lincoln (Charnwodd)

2 Age of Jackson

2 The Age of Napoleon

2 America and Its Presidents

2 America as a Civilization

2 America in Perspective

2 American Labor (Pellling U Of Chicago)

2 The American Scene 1600-1860

2 Americans All: Story of our Latin American Neighbors

2 Ark of Empire: American Frontier, 1784-1803

2 Autobiography of Benjamin Franklin

2 Autobiography of Will Rogers

2 Background to Viet Nam

2 Banners at Shenandoah

2 The Big Change: America Transforms Itself, 1900-1950

2 Book About American History

2 Brief History of the U. S.

2 China;the Country Americans Are Not Allowed to Know

2 Christopher Columbus, Mariner

2 Cimarron

2 Citizen Tom Paine

2 The Civil War: A New One Volume History (Mentor)

2 Combat: War with Germahy

2 Combat: War with Japan

2 Day Lincoln Was Shop

2 Day of Infamy

2 Documentary History of the U.S.A. (Heffner)

2 Eight Courageous Americans

2 The Final Challenge: the American Frontier (1804-1845)

2 Franklin D. Roosevelt and the Age of Action

2 George Washington

2 The Good Years (1900-1914)

2 The Great Adventure: America in the First World War

2 The Great Dissenters

2 Great Untold Stories of World War II

2 Here to Stay

2 Hiroshima

2 A History of Russia

74

2 History of the U.S.Since 1945

2 Hitler, A Study in Tyranny

2 Hoofbeats of Destiny: Story of the Pony Express

2 How and Why Wonder Book of the American Revolution

2 If the South Had Won the Civil War

2 Indian-Fighting Army

2 Indians of the Americas

2 Inside Europe Today

2 The Last Days of Hitler

2 Letters from an American Farmer and Sketches lf 18th Century America

2 Life on the Mississippe

2 Main Street, U.S.S.R.

2 Nation Divided

2 The New Asia

2 New History of the United States

2 A Night to Remember

2 The 19th Century World

2 The Octopus

2 Only Yesterday

2 Our 50 United States

2 Paul Revere and the World He Lived In

2 Peking and Moscow

2 Picture History of the Modern World

2 A Pocket History of the United States

2 President Kennedy Selects Six Brave Presidents

2 Presidents of the USA: Profiles and Pictures

2 Rebels and Redcoats

2 Rogghing It

2 Secrets of the Past

2 Sink the Bismarck

2 Stillness at Appomattox

2 Stories of Modern America

2 They All Discovered America

2 Thomas Jefferson

2 A Time to Stand

2 The Wall

2 When the Legends Die

2 Wonders of the World

2 Woodrow Wilson and the New America

The World of Ancient Man

28

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

6 Art of Being a Successful Student

2 Basic Algebra Self Taught

2 Basic Biology Self Taught

2 Basic Chemistry Self Taught

4 Basic Facts of Human Heredity

4 The Body in Action

2 Books That Changed the World

4 Butterflies and Moths

4 College Scholarships and Loans: Who Gets Them- How and Why

4 Complete Handbook of Better English

2 Computers: the Machines We Think With

2 Darwin and the Modern World View

6 Double Your Reading Speed

2 Economics in One Lesson

2 Electronics for Everyone

2 Engineering

6 English for Everyone

6 English Through Pictures, Books 1 and 2

2 Everglades National Park

2 Everyday Arithmetic Self Taught

4 Exploration of Space

6 First Workbook of English

6 Flowers1

6 Fossils

6 Fun with Words, Grade 1, 2, and 3

6 Fun with Words and Pictures

6 Getting Ready to Read

6 Grade One Practive Workbook Reading

4 Grammar Self-Taught1

2 Great Inventions

6 Growing Plants

6 Help Your Child Succeed in School

2 Heredity, Race, and Society

4 How and Why Wonder Book of Beginning Science

4 How and Why Wonder Book of Our Earth

4 How Much Is a College Degree Worth to You

4 How the Great Religions Began

148

6 How to Become a Better Reader

4 How to Get Higher Marks in School

4 How to Prepare for College

6 How to Study

6 How to Study Better and Get Higher Marks

4 The Human Body

4 The Human Mind

2 Ideas of the Great Economists

4 Little Book of Stars

4 Machines that Built America

4 Mammals

2 Man in Flight

2 Math, Gradel, 2, 3, 4

4 Mathematics in Everyday Things

2 Mathematics Tables and How to Use Them

4 New American Guide to Colletes

4 New American Webster Handy College Dictionary

4 New Hammond World Atlas

2 The New Mathematics Dictionary and Handbook

4 New Ways to Greater Word Power

4 Number Fun

2 Pacific Northwest

4 Parent's Guide To Children's Reading

4 Penguin Dictionaries (Art, Music, Politics, etc.)

4 Penguin Encyclopedia

4 People and Places

4 Pictorial History of Western Art

4 Picture History of Painting

4 Rapid Vocabulary Builder

4 Reptiles and Amphibians

2 Sailing

4 Satellites, Rockets, and Outer Space

4 Science Projects Handbook

4 The Sea Around Us

4 Sea Shells

4 Seashores

4 Shortcuts to Effective English

140

2 Silent World

2 Southwest

4 Stop, Look, and Write

2 The Strange Story of Our Earth

6 30 Days to a More Powerful Vocabulary

6 3 - In - 1 Workbook, Grade 1 and 2

2 Trees

4 20 Steps to Perfect Spelling

4 Walt Disney Story of Our Friend the Atom

2 Weather

6 Words Most Often Misspelled and Mispronounced

4 You and Your Senses

2 Zoology

46

VOCATIONAL GUIDANCE

4 The Bantam Book of Correct Letter Writing

2 Career Guide for Young People

2 The Delso Sister, Beauticians *

4 From High School to a Job

4 How to Be an Effective Secretary

2 How to Become a Government Girl

4 How to Land the Job You Want

2 John Leveron, Auto Mechanic *

2 Marie Perrone, Practical Nurse *

2 The Millers and Willie B.; Butcher, Baker, Chef *

4 1001 New Job Opportunities

4 1001 Top Jobs for High School Graduates

2 Opportunities in Agricultural Engineering

2 Opportunities in Free Lance Writing

2 Opportunities in Machine Shop Trades

2 Opportunities in Office Occupations

2 Opportunities in Pharmacy Careers

2 Opportunities in Recreation and Outdoor Education

2 Opportunities in Social Work Careers

2 Opportunities in Teaching Careers

4 Six Ways to Get a Job

2 So You Want to be a Doctor

2 So You Want to be a Lawyer

2 So You Want to be a Nurse

2 Television as a Career

2 Touch Typing in 10 Lessons

2 Writing Fiction

68

*Follett. Vocational Reading Series, Lernar and Moller, 1965

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

4 Accident Handbook
6 All New Fannie Farmer's Boston Cooking School Coook Book
6 Ann Landers Talks to Teenagers About Sex
6 Ann Pillsbury's Baking Book
6 The Art of Dating
6 Be Happier, Be Healthier
6 Becoming Parents
6 Better Homes and Gardens Baby Book
6 Betty Bissell Book of Home Cleaning
6 Bulky Knitting
6 Calories, Vitamins, and Common Sense
6 Children's Knitting
6 Complete Book of Knitting and Crocheting
6 Complete Guide to Home Sewing
6 Cookbook for Beginners
6 Drink, Eat, and Be Think
6 Encyclopedia of Clothes Care
6 Etiquette and Manners
6 Explaining Life to a Child
6 Facts of Life and Love for Teenagers
4 Facts of Love and Marriage for Young People
4 Family First Aid
4 Family Legal Adviser
6 Family Medical Encyclopedia
6 Fannie Farmer Junior Cook Book
4 Fathers Are Parents, Too
4 First Aid for the Ailing House
4 Gardening the Easy Way
4 Good Housekeeping Book of Baby and Child Care
4 The Handy Book of Gardening
4 Heloise's Housekeeping Hints
4 Home Maintenance: Quick and Easy Guide
4 Household Encyclopedia
4 Householder's Manual
4 How to Claan Everything

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6 The I Never Cooked Before Cookbook

2 Infant Care (Lancer Books)

6 Instant Household Tricks

6 Instant Kitchen Tricks

6 Key to Physical Fitness

4 McCall's Easy Sewing Book

4 New Handbook of Modern Birth Control

4 New Ways in Sex Education

4 Nutrition in a Nutshell

4 On Life and Sex

4 1001 Questions and Answers from the Family Handyman

4 The Painless Way to Stop Smoking

6 Planned Parenthood

6 Pocket Book of Baby and Child Care (Spock)

6 Pregnancy and Birth

6 Premarital Dating Behavior

6 Protecting Yourself and Family

6 Sewing: New Ways, New Tools

4 Sex and the Adolescent

4 So You're Going to be Married

4 Social Security and Medicare

4 Stop Dieting: Start Losing

4 Tell Me, Doctor

4 To Goof or Not to Goof

2 The Vanishing Adolescent

2 Your Adolescent at Home and in School

2 Your Complete Home Medical Reference Book

2 Your Happiest Years

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COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)

ABC's of Urban Renewal (Sears)

America Tomorrow, Creating the Great Society

Basic Facts of American Government

Conventions and Elections: 1964 (Dell)

Democracy in America (Mentor)

Democratic Way of Life

Federalist Papers

Handbook of Everyday Law

Handbook of Practical Politics (Henry Bolt and Co.)

How to Succeed in Politics

Living U. S. Constitution

Making of the President

A Manual for Direct Action (Quadrangle Books)

National Relocation and Housing Guide

Our American Government

Parties and Politics in America

The Peace Corps (Kittler)

Politics and Policies in State and Local Governments (Prentice-Hall)

Questions and Answers on American Citizenship

Reprot of the County Chairman

Slums and Suburbs

The U. S. and How It Works

U. S. Political System and How It Works

The Wasted Americans

What We Must Know About Communism (Overstreet)

26

CONSUMERS, COOPERATIVES

6 Buyer's Guide to Nearly Everything

6 Consumer's Guide to Better Buying

6 Family Handbook of Dollars and Sense

6 How and Where to Borrow Money

6 How to Get More for Your Money

6 How to Lower Your Food Bills

6 How to Spend More, Owe Less, and Live Better

6 Principles of Cooperation (Bogardus, Cooperative League of USA)

6 Sense with Dollars

6 Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)

2 Vice President in Charge of Revolution (McGraw Hill)

62

Total - 2058

JUL 25 1966

SPEED-UP

1330 Laurel Street
Columbia, S.C.

252-9327 PROGRAM FOR PROGRESS 252-9328

ADVISORY BOARD

Mr. Austin V. Edwards
Assistant Director of State FHA

Mr. Donald L. Fowler
Faculty, USC

Dr. Wil Lou Gray
Educator and Civic Leader

Mrs. Eddie Lou Holloway
Housewife

The Reverend Matthew D. McCollom
Methodist District Superintendent

Mr. Matthew J. Perry
Attorney

Dr. John F. Potts
President, Voorhees College

Dr. J. Sherrard Rice
Minister, First Presbyterian Church, Columbia

Mrs. Vashti W. Smith
Nursing Home Administrator

Dr. R. Wright Spears
President, Columbia College

Mr. I. P. Stanback
Insurance, District Manager

Most Reverend Ernest L. Unterkoefler
Bishop of the Diocese of Charleston

July 21, 1966

Miss Connie McNanara
USNC
236 E. 46th St.
New York, N.W. 10017

Dear Miss McNanara:

We are conducting a program in South Carolina this summer called SPEED-UP (Student Program for Economic and Educational Development). Approximately 125 college students are working in thirteen counties. Our program is emphasizing tutorials, recreation, arts and crafts, citizenship education, and other similar programs. We are planning to continue the program for two more years.

In approximately five of the counties in which we are working there is a desire to start a community library. These areas are extremely poor and need assistance in acquiring books for these libraries.

If there is any way in which you could help us, we would deeply appreciate it. Mr. Walt Senterfitt has subbested that there might be books in the Books for Equal Education supplies or maybe you could get us some paperbacks through S.R.C.

Sincerely,
William F. Roberts

William F. Roberts
Assistant Director

WFR/sb

Mr. Wil iam F. Roberts
Speed - Up
1330 Laurel Street
Columbia, South Carolina

Dear Mr. Roberts,

Your letter of July 21, 1966 to Miss Connie McNanara has been forwarded to me at the Southern Regional Council.

We would be interested in learning more about Speed Up. How would you use paperback books and what categories and levels of books could you use most effectively? I am enclosing two guideline sheets explaining more fully our book distribution program.

I look forward to hearing more from you soon.

Sincerely,

Nan Pendergrast

September 8, 1966

Mr. William F. Roberts
Assistant Director
SPEED-UP
1330 Laurel Street
Columbia, South Carolina

Dear Mr. Roberts:

I am now administering the Southern Regional Council's paperback book project and found in our files a letter to you from Nan Pendergrast. As we have not heard further from you, I am inquiring whether you are still interested in receiving books from us. I notice your mention of the desire in five counties where the SPEED-UP program operated to start community libraries.

For your convenience I am enclosing a set of bibliographies for applicants to use in selecting titles. If you have programs which could use these kinds of books, we would be happy to hear from you and to learn more about these programs.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

SPEED-UP

1330 Laurel Street
Columbia, S.C. 29201

252-9327 PROGRAM FOR PROGRESS 252-9328

ADVISORY BOARD

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Mr. I. P. Stanback
Insurance, District Manager

Most Reverend Ernest L. Unterkoefler
Bishop of the Diocese of Charleston

September 16, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

Your letter September 8 addressed to Mr. William Roberts concerning our obtaining paperback books was received. Mr. Roberts is no longer with the SPEED-UP project but is now in Atlanta working with the National Student Association. The SPEED-UP project is continuing, however, and we are still interested in receiving books from your organization. We plan to set up libraries in five counties in which SPEED-UP worked this summer. These counties have not yet been designated, but the libraries will certainly be in places where there are community centers.

The SPEED-UP project is financed by the Office of Economic Opportunity. We worked in 13 counties in the state using students from 23 South Carolina colleges and 5 out of state colleges.

This fall the program will continue in all counties except one. This program will include one-to-one tutoring, recreation, and arts and crafts sessions. We will also be working in the community development area. Any work done in these communities will depend on what the community wants and feels that it needs.

I'd like to know more about how many books of each title we may order. Is there an application form that we must use? I would appreciate any more information that you can send.

We have a more comprehensive report of the summer SPEED-UP project that we can send if you need it to make any decision as to whether or not we are eligible for receiving books.

Our fall staff is very small and plans for the entire year are yet a little sketchy. We do definitely plan to establish the libraries if we can get the books. We will definitely have libraries in Abbeville and Richland Counties. Decisions as to sites of the other libraries will be made after the staff has visited and talked more extensively with the residents.

Thank you for your letter and the bibliography. We look forward to hearing from you soon.

Sincerely,

Henri Monteith

(Miss) Henri Monteith
Acting Director

HM/sb

September 20, 1966

Miss Henri Monteith
Acting Director
SPEED-UP
1330 Laurel Street
Columbia, South Carolina 29201

Dear Miss Monteith:

Thank you for your letter of September 16. We would be happy to send you books.

The number of books depends simply on how many you think you will need for your programs. To give you some idea (though this is not to limit you), we have had requests so far ranging from 500 to 1000 books. You may want all the books in a specific category or you can select some and exclude others.(The Basic One Hundred, you will notice, has to be ordered as a unit.) Again, you may select several copies of a title if you think you can use them.

There is no formal application form. Just send us a list, by category or title, and how many copies of each book.

Since our project is experimental, we will need later a brief follow-up report to learn about the response to the books. If you have worked out specific ways of getting people interested in the books, we would be pleased to know.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Louise Cole

SPEED UP

Sorry We Haven't Written...

COLUMBIA (SU) - The staff has been quite involved in keeping a project going on an extremely limited budget. There are five on the staff now. The Acting Director is Miss Henri Monteith; Tutorial Director is Peter Lee; Girl Friday is Miss Sally Bruton; The secretaries are Misses Mamie Bradley and Verena Stocker; the NYC worker is Miss Edna Lyles.

Most of SPEED-UP's time has been taken up with writing the proposal for more funds to operate on for the comming year and for a summer project next year.

The staff is also completing the plans for 22 VISTAs, setting up libraries, etc., etc.,.....

More details on all of the projects follow. Glad to have you with us.

tutoring in the State

COLUMBIA (SU) - The SPEED-UP staff has been working closely with several of the projects already in existance in the state. The staff has also been working on setting up new projects in areas of need.

Perhaps the best of all the tutorial projects in the state with which we are working is at Clemson. This tutorial project is headed up by Betty Lynn and Evron Laitala. There are about 40 tutors working at least once a week in the Golden View and the Headtown communities.

The Wesley Foundation at Clemson University is very instrumental in the success of this project.

Students from the Columbia schools of USC, Benedict, and Allen are working in Camp Fornance. The National Honor Society of A.C. Flora High School is planning to start tutoring also.

In Sumter the students from St. Jude's School are the source of some 25 tutors. They are given guidance and assistance by Bob Seeley, a VISA volunteer for the American Friends Service Committee.

An effort for tutorials in the Darlington area is headed up by Miss Elizabeth Williamson and Mr. Freddie Williams. Mr. Williams is the advisor to the group.

Proposal is finished!

COLUMBIA - The SPEED-UP project will be in serious trouble in the late spring if OEO is not able to fund the operation. The project is now running on funds left over from the summer program.

A new proposal has been written containing some 120 pages. It will be submitted for the approval of OEO. It is hoped that in the 90 days it will take for review the proposal will be received favorably. Keep your fingers crossed!!

tutorial Conference

CAMP ROCKFISH - The Tutorial Assistance Center (TAC), SPEED-UP, and the Youth Educational Services (YES) jointly sponsored a tutorial conference at Camp Rockfish, N.C. for a key group of tutorially interested students from South Carolina, North Carolina, and Virginia.

The conference featured a number of "Socratic Sessions" in which participants were allowed to move freely from one site to another. These sessions included topics that ranged from "How to set up tutorials" to "How to deal with local CAP agencies and the public schools."

The weekend activities were climaxed with a learning game in which a small southern town with two colleges was created. All participants had a roll to play in the town in which the most pressing issue of the day was TUTORIALS!

The weekend was extremely informative and loads of fun. those who participated will long remember phanthom seranading by bagpipes, midnight rides accross lake Rockfish in the rain, and Charlie Bugg's ghost stories around the campfire. But most of all they will remember a weekend conference where each could participate in and were not talked at!

Work Weekend

CENTRAL - The community center in Central, S.C. was the scene of a work weekend involving the tutors from Clemson U. The entire building was generally cleaned and painted. Electral outlets were repaired and the broken windows were replaced. The grounds surrounding the center were also cleaned.

This was an effort that involved not only the tutors but also the citizens of Central "Headtown". It was a beautiful example of people working together to accomplish something.

The days work was followed by a community social that evening with about 100 people present. There were games and songs for the children. For the adults there was a film on VISTA and another film on the Mississippi Child Development Program.

VISTA

COLUMBIA - SPEED-UP is applying for approximately 20 VISTA (Volunteers In Service To America) workers for the state. These VISTA workers will be placed in some of the areas in which SPEED-UP worked last summer and in some new areas in which the conditions of poverty are extreme.

These volunteers, if obtained, will arrive at a date in the spring.

SPEED-UP will try Anything

BEAUFORT - The SPEED-UP staff arrived here on schedule to talk to Miss Joan Baez, world renowned folksinger. Miss Baez is at Penn Community Center for the SCLC conference on Non-violence.

The staff obtained an appointment to talk to Miss Baez about the possibility of her giving a benifit performance for SPEED-UP. The staff is trying everything in its power to obtain funds to continue operation on.

It was unfortuantly announced that Miss Baez had discontinued her public singing and will not return to it till about April of 1967. The SPEED-UP staff is hoping that she will give serious consideration about giving a benifit for SPEED-UP.

5 Libraries

COLUMBIA - In an attempt to provide all the services to a community that are available the SPEED-UP staff ordered approximately 2,000 books from the book fund of the Southern Regional Council. These books will be set up in five communities in the state.

The secretaries are now in involved in the mammoth job of cateloging the books which should be finished in the very near future.

Ellection Eve Meet

CLEMSON - A meeting on the election issues, candidates, and the mechanics of voting was held in the Golden View community of Clemson, S.C. Mr. Richard Miles, Field Director of the S. C. Voter Education Project, spoke to a gathering of about 75 people. This meeting was held on the eve of the November 8th election

Concerned citizens in the community had informed the tutors in the area that they wanted a meeting of this type and they inturn notified the SPEED-UP office. The success of this meeting can only be attributed to the hard and dedicated work of the citizens of this community.

The Flying Pincushions

LYKESLAND - The teenagers in Lykesland, S.C. were organized into a club called the "Flying Pincushions" by the summer SPEED-UP team. The area they live in is usually referred to as Pincushion, hence the clubs name.

The club is raising money to repair their center and to pay for lights or rent charges. Another club undertaking is the beautification of the Pincushion area. They are clearing off an area to plant shrubs that were donated to them.

Bill McKee and Kris Kiehl, two USC students, are acting as the advisors to this club.

BULLETIN!

SPEED-UP'S TELEPHONE NUMBER HAS JUST BEEN CHANGED.

In order to best spend the remaining money the staff felt that two phone lines was too much. SPEED-UP now has just one line. The new number for SPEED-UP is:

254-4595

PLEASE MAKE NOTE OF THIS IN ORDER TO BEST FACILITATE YOUR FUTURE TELEPHONE COORESPONDENCE WITH THE STAFF.

Next Summer

COLUMBIA- The summer is six months away and already SPEED-UP is getting invitations to work in various counties around the state.

If your church or community organization or just a group of interested people would like to have SPEED-UP in your community this summer let us know about this. If you don't have enough information on the project, state this in your letter and it will be sent you you.

We are anxious to hear from you.

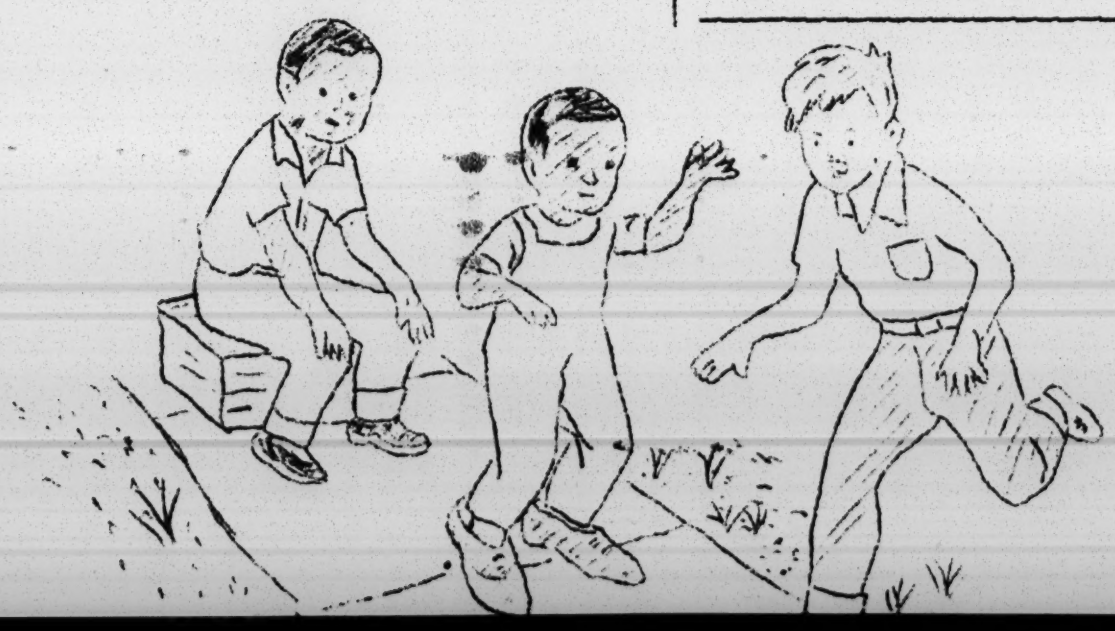
Parents Response Encouraging

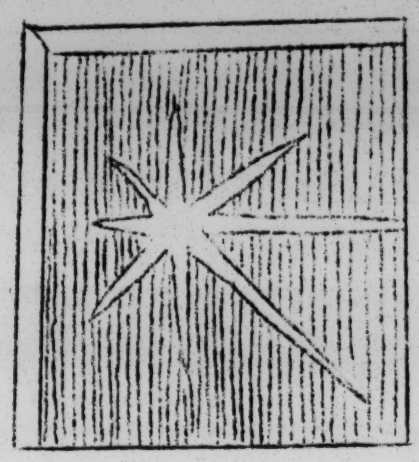
COLUMBIA - The results of a questionaire sent to parents of the students who participated in the summer project brought very encouraging answers.

Remarks like the following made us feel that we have accomplished something.

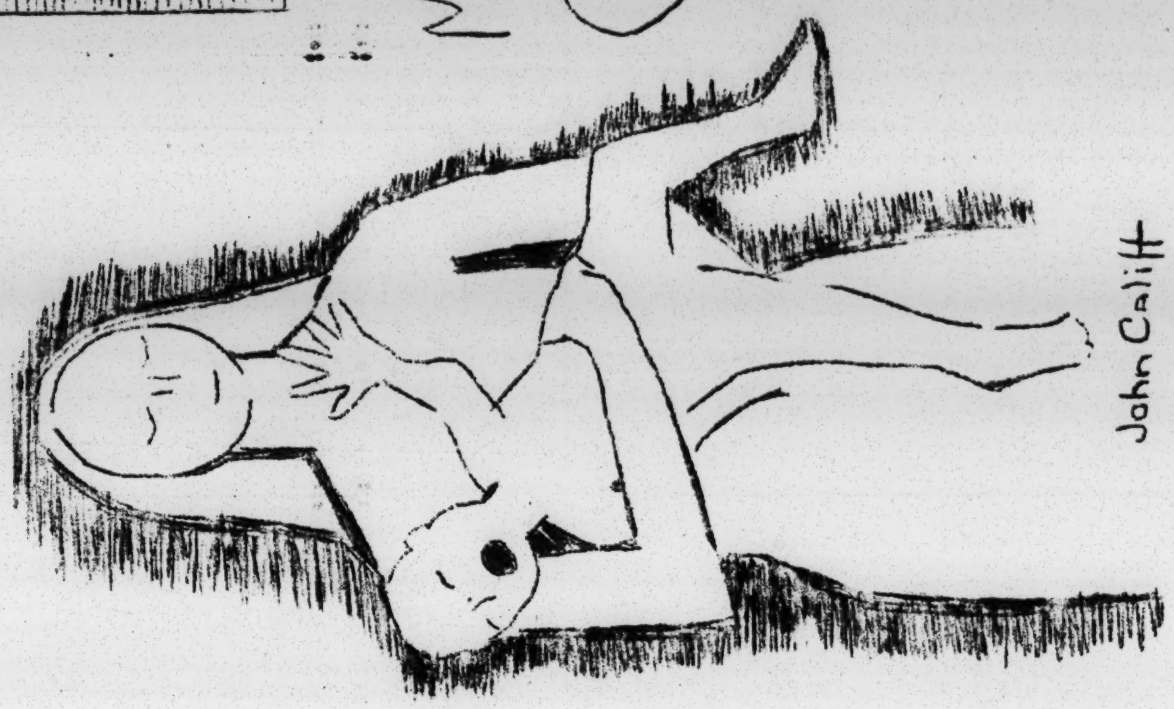
One parent wrote "The people in my community seem to want more as a result of SPEED-UP and work together more." Another wrote that she wanted SPEED-UP to offer more classes.

All were filled with praise for the SPEED-UP workers.





Merry Christmas



PROJECT SPEED-UP
1330 LAUREL STREET
COLUMBIA, S.C. 29201

NON-PROFIT ORG.
POSTAGE PAID
COLUMBIA, S.C.
PERMIT NO. 758

Miss Louise Cole
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

SPEED-UP

1330 Laurel Street
Columbia, S.C. 29201

252-9327 PROGRAM FOR PROGRESS 252-9328

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Insurance, District Manager

Most Reverend Ernest L. Unterkoefler
Bishop of the Diocese of Charleston

September 26

Miss Louise Cole
Paperback Book Project
Southern Regional Council, INC.
5 Forsyth Street, n.w.
Atlanta 3, Georgia

Dear Miss Cole:

SPEED-UP has five community libraries in the planning stage,all of which are cpmeing around very nicely. We are, therefore, ordering five copies of each book that we selected.

As you will notice, the basic hundred has been ordered as a group, then the rest of our selections for the libraries.

If you would like any information about the libraries, we will gladly com;ly by answering any and all questions.

Sincerely,

David Wallace
Adm. Assistant
SPEED-UP

TO: Miss Henri Monteith
Acting Director
SPEED-UP
1330 Laurel Street
Columbia, South Carolina 29201

ORDER:

See Attached book list. Concerning the first item, she wants 5 sets of the Basic One Hundred.

This totals 1865 books.

SPEED-UP, Columbia, S.C.

classics shelf and imited vocabulary editions
The Basic One Hundred (five copies of each(5).)

TEENAGERS, ADULTS LEISURE READING

Adventures of Huckleberry Finn (5)
adventures of Robin Hood (5)
Adventures of Tom Sawyer (5)
All the Kings Men (5)
An American Tragedy (5)
Animal °Farm (5)
Anne Frank: Diary of a young Girl (5)
Becky's Island (5)
Born Free (5)
Brave New World (5)
Bulfinch's Mythology (5)
Call of the Wild; White Fang (5)
City Boy (5)
A Connecticut Yankee in King Arthur s Court (5)
Catcher in the Rye (5)
A Christmas Carol (5)
Count of Monte Cristo (5)
Cry, the Beloved Country (5)
A Day in the Life of President Kennedy (5)
Diamonds are Forever (5)
East of Eden (5)
Easy to Make Gifts (5)
Exodus (5)
Fall of the House of Usher (5)
Family Nobody Wanted (5)j
Folksongs For Fun (5)
For the Love of Peanuts, other Peanuts books (Schulz) (5)
Genghis Khan (Lamb) (5)
Georgia Boy (5)k
Goodbye, Mr. Chips (5)
Grapes of Wrath (5)
Great American Short Stories (5)
The Great Escape (5)
Great Sea Stories (5)
Great Tales of Action and Adventure (5)
Gus Wilson s Model Garage (5)
Harte of the West: 17 Stories by Bret Harte (5)
Humor of J.F.K. (5)
Hunchback of Notre Dame (5)
Immortal Poems of the English Language (5)
The Incredible Journey (5)
Ivanhoe (5)
Kidnapped (5)
Kon-Tiki (5)
Laughing Boy (5)
The Learning Tree (5)
Legend of Sleepy Hollow (5)
My Life as an Indian (5)
The Light in the Forest (5)
Lilies of the Field (5)
Lord of the Flies (5)
Lost on Venus (s5)
Major American Poets (5)
Members of the Wedding (5)
The Miracle Worker (5)
My Antonio (5)
New Pocket Anthology of American Verse (5)
The Night They Burned the Mountain (5)
1984 (5)
No Time for Sergeants (5)
Of Mice and Men (5)
Old Mand and the Sea (5)
On the Beach (5)
Pocket Book of Stories-O. Henry (5)

Prince and the Pauper (5)
Pro Football Handbook (5)
Pudd'n Head Wilson (5)
A Raisin in the Sun (5)
The Red Badge of Courage (5)
Romance of Leonardo Da Vinci (5)
Romeo and Juliet and West Side Story (5)
Sartoris (5)
The Scarlet Letter (5)
Seven Days in May (5)
A single Pebble (5)
Six Great Modern Plays (5)
The Spy Who Loved Me (5S)
Swiss Family Roginson (5)
Teahouse of the August Moon (5)
The Time Machine (5)
The Time of Her Life (5)
To Kill a Mockingbird (5)
Treasure Island (5)
20,000 Leagues Under the Sea (5)
What Then Is Love (5)

Children's Books--Leisure

The Adventures of Pinocchio (5)
Aesop's Fables (Dell) (5)
Bambi (5)
Black Beauty (5)
Case of the Aluminum Crutch (5)
Child's Garden of Verses (5)
Child's Story of Ancient Days (5)
Coming of Flame (5)
Day with Debbie (5)
The Elephant Book (5)
Flame, Son of Selver Cloud (5)
Four Seasons with Susy (5)
Fun With David (5)
Golden Shape Books (5)
Happy Children (5)
The House that Jack Built (5)
Humpty Dumpty Book (5)
Hurry Up, Slowpoke (5)
In the Big City (5)
Jack and the Beanstalk (5)
King who Learned to Smile (5)
Laugh with Larry (5)
Little Gray Mouse and the Train (5)
Night Before Christmas (5)
Our Animal Story Books (5)
Peter Pan (5)
Popeye (5)
Read-Aloud Funny Stories (5)
Secret of the Dark Stranger (5)
The Selfish Giant (5)
Sunny Days in the City (5)
Three Bears and Goldilocks (5)
Wizord of Oz (5)
Wynken, Blynken&Nod (5)

Negro History, etc.

The African (Signet) (5)
African Heritage (5)
The Angry Black South (5)
Before the Mayflower--History of the Negro in America (1619-1962) (5)
Black Boy (5)
Black Humor (5)
Black Nationalism (5)
Black Treasure (Barlow, Tempo) (5)
But Not Next Door (5)
Crisis in Black and White (5)
Essays on the History of the American Negro (5)
Fight for Freedom: Story of NAACP (5)
Freedom Summer (5)
From the back of the Bus (5)
Go Tell It on the Mountain (5)
Home to Harlem (5)
I Always Wanted to Be Somebody (5)
Inside the Ku Klux Klan (5)
In White America (5)
Invisible Man (5)
Lift Every voice (5)
Mind of the South (5)
Mississipppi: the Closed Society (Harvest) (5)
The Movement (Hansberry) (5)
Mr. Kennedy and the Negroes (5)
Native Son (5)
The Negro in the making of America (5)
The Negro Revolt (5)
Nigger (5)
Notes of a Native Son (5)
On Being Negro in America (5)
Souls of Black Folk (5)
The South and the Southerner (5)
The Story of Jazz (5)
The Strength of Love (5)
Up From Slavery (5)th
We Shall Overcome (Dell) (5)
Whp Speaks for the Negro (5)
Why We can't Wait (5)
Years Pictorial History of the American Negro (5)

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood) (5)
America and Its Presidents (5)
Background to Viet Nam (5)
China: the Country Americans Are Not Allowed to Know (5)
Christopher Columbus, Mariner (5)
Citizen Tom Paine (5)
Day Lincoln was Shot (5)
Franklin D. Roosevelt and the Age of Action (5)
George Washington (Mentor) (5)
Hiroshima (5)
A History of Russia (5)
History of the U.S. Since 1945 (5(
Hitler, A Study in Tyranny (5)
If the South Had Won the Civil War (5)
Indians of the Americas (5)
Life on the Mississippi (Twain) (5)
Main Street, U.S.S.R. (5)
A Night to Remember (5)
Peking and Moscow (5)
A Pocket History of the United States (5)
President Kennedy Selects Six Brave Presidents (5)
Stories of Modern America (5)
They All Discovered America (5)
Thomas Jefferson (5)

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Basic Facts of Human Heredity (5)
The Body in Action (5)
Books That Changed the World (5)
College Scholarships and loans: Who Gets Them--How and Why (5)
Complete Handbook of Better English (5)
Computers: the Machines Wse Think with (dell) (5)
Double Your Reading Speed (5)
English for Everyone (5)
Exploration of Space (5)
Flowers (5)
Fossils (5)
Fun With Words Grade 1,2,and three (5)
Great Inventions (5)
How Much Is a College Degree Worth To You (5)
How the Great Religions Began (5)
How to Study Better and Get Higher Marks (5)
The Human Mind (Curtis Co.) (5)
Machines that Built America (5)
Mammals (5)
Man in Flight (5)
Math, Gradel,2,3,4. (5)
New American Guide to Colleges (5)
New American Webster Handy College Dictionary (5)
New Hammond World Atlas (5)
New Ways to Greater word Power (5)
Number fun (5)
Penguin Dictionaries (Art, Music, Politics, etc.) (5)
Penguin Encyclopedia (5)
Reptiles and Amphibians (5)
Satellites, Rockets, and Outer Space (5)
The Sea Around us (5)
Seashores (5)
Silent World (5)
Stop, Look, and Write (5)
The Strange Story of Our Earth (5)
Walt Disney Story of our Friend the Atom (5)
Weather (5)
You and your Senses (5)
Zoology (5)

VOCATIONAL GUIDANCE

Career Guide for Young People (5)
The Delso Sisters, Beautician (5)
From High School to a Job (5)
How to be and Effective Secretary (5)
How to Land the Job You Want (5)
John Leveron, Auto Mechanics (5)
Marie Perrone,Practical Nurse (5)
The Millers and Willie B. ; Butcher, Baker, Chef (5)
1001 New Job Opportunities (5)
1001 Top Jobs for High School Graduates (5)
Opportunities In Agricultural Engineering (5)
Opportunities in Machine Shop Trades (5)
Opportunities in Office Occupations (5)
Opportunities in Pharmacy Careers (5)
OPPortunities in Recreation and Outdoor Education (5)
Opportunitite in Teaching Careers (5)
Six Way s to Get A Jpb (5)

THE FAMILY HEALTH, REARING CHI DREN, DOMEWTIC SKILLS, HOME REPAIRS

Accident Handbook (5)
Ann Landers Talks to Teenagers About Sex (5)
Becoming Parents (5)
Complete Guide to Home Sewing (5)
Facts of Life And Love for Teenagers (5)
Family First Aid (5)
Family Legal Adviser (5)
Fannie Farmer Junior Cook Book (5)
Fathers Are Parents, Too (5)
Good Housekeeping Book of Baby and Child Care (5)
Infant Care (lancer Books) (5)
New Handbook of Modern Birth Control (5)
Planned Parenthood (5)
Pocket Book of Baby and Child Care (5)
Pregnancy and Birth (5)
So You're Going to Be Married (5)
Social Security and Medicare (5)

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (sears) (5)
ABC'a od Urban Renewal (sears) (5)
Basic Facts of American Government (5)
Demacracy in America (mentor) (5)
Democratic Way of Life (5)
Handbook of Everyday Law (5)
Living U.S. Constitution (5)
A Manual for Direct Action (Quadrangle Books) (5)
The Peace Corps (Kitler) (5)
Slums and Suburbs (5)
The U.N. and How It Works (5)
U.S. Political System and How It Works (5)
The Wasted Americans (5)
What we must know About Communism (Overstreet) (5)

CONSUMERS, COOPERATIVES

How and Where to Borrow Money (5)
How to Get More for Your Money (5)
Principles of Cooperation (Bogardus,cooperative league of USA) (5)

November 22, 1966

Mrs. James M. Dabbs
Mayesville, South Carolina 29104

Dear Mrs. Dabbs:

I am very pleased to have met you at the annual meeting and am happy to enclose the bibliography we are using for our paperback book project.

The general outlines of the program are these:

We are trying to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

The total number of books selected depends simply on how many a particular program will need. You can order by title or by category, and you can request more than one copy of a book.

Please let me know as soon as possible if the Child Care Center and Headstart or any other group you may know could use such books. We have been funded for a limited period of time.

With best wishes,

(Miss) Louise Cole
Paperback Book Project

Enc.

TO: Farm Workers Educational Center
South Carolina Commission for Farm Workers, Inc.
Route 1 (Highway 17 and 162)
Ravenel, South Carolina

ORDER:

See attached book list.

This totals 987 books.

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

FARM WORKERS EDUCATIONAL CENTER
SOUTH CAROLINA COMMISSION
FOR FARM WORKERS, INC.
ROUTE 1 (HIWAY 17 + 162)
RAVENEL, SOUTH CAROLINA

Open Stack 1 p. 2, 3, 4

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

15 Billy Budd (1000 word level)
15 Golden Trails (2000 word level)
15 The Red Badge of Courage (2000 word level)
15 The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

One - each

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

One each

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
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Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
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Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
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The Troublesome Presence
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We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

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Age of Jackson (Ment.)
The Age of Napoleon
1-America and Its Presidents
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Brief History of the U.S.
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Cimarron
Citizen Tom Paine
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2-Combat: War with Japan
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Day of Infamy
Documentary History of the U.S.A. (Heffner)
2-Eight Courageous Americans
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1-Franklin D. Roosevelt and the Age of Action
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Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
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Our 50 United States
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A Pocket History of the United States
1-President Kennedy Selects Six Brave Presidents
1-Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
1-Roughing It
Secrets of the Past
Sink the Bismarck
1-Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
4-Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
50-English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
1-Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
50-Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
1-Penguin Dictionaries (Art, Music, Politics, etc.)
1-Penguin Encyclopedia
1-People and Places
1-Pictorial History of Western Art
2-Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
1-Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
50 Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
3 Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

One work except in indicated otherwise

The Bantam Book of Correct Letter Writing
5- Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
15— How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
5— Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
6-The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
25-New Handbook of Modern Birth Control
25-New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
25 Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
6-Premarital Dating Behavior
Protecting Yourself and Family
20-Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
1-To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

2-ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
10—Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
25—A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
2-The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
25-Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
5-The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
3-What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
10—Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
5-Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
25—Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

10414

SENDER—DETACH PARTS NEEDED FOR YOUR RECORDS. SEND REMAINING PARTS WITH CARBONS INTACT.

Jet FORM 75JC3

RECIPIENT—WRITE REPLY—RETAIN NECESSARY COPIES FOR YOUR FILES AND RETURN REMAINING COPIES TO SENDER.

TO: Director of Field Activities
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia 30303

From
South Carolina Commission for Farm Workers, Inc.
116 BROAD STREET
CHARLESTON, SOUTH CAROLINA 29401

SUBJECT: SRC Paperback Books Project

DATE: 10/27/66

MESSAGE

Request copy of guidelines explaining how we might avail ourselves of your Paperback Book Project for low-income people. I will be in Atlanta on 11/15/66 and if you will send guidelines in next few days I will rough in our proposal and stop by to discuss it with you on that date.

Thank you for any courtesy extended.

SIGNED J. Archibald Deputy Director

REPLY DATE REPLY TO

SIGNED

JET 75JC3

1. Provide space in each center (Charleston and Sumter County) for books.

2. Encourage community residents to come in and check out, especially at advisory council meetings and community gatherings. Circulate lists of available books to schools in rural areas and invite principals and teachers ~~and~~ to bring students to school on field trips and/or let teachers stop by and pick up books not available in school libraries.

3. Reproduce lists for students to take home, show to family members ~~xxxxxxx xxxxxxxxxxxxxxxx~~ and pick up books for family members as well as themselves.

4. Use classics and limited vocabulary editions in classes by having teachers and students read aloud to each other.

5. Let students select books for home reading and oral reports in classes.

S.C. Commission for Farm Workers, Inc.
13 E. Canal St.
Sumter, S.C.

Farm Workers Educational Center
S.C. C. for F. W., Inc.
Route 1 (Highway 17 & 162)
Ravenel, S.C.

cc: Alice Spearman

October 31, 1966

Deputy Director
South Carolina Commission for Farm Workers, Inc.
116 Broad Street
Charleston, South Carolina 29401

Dear Sir:

Thank you for your interest in our paperback book project. Here are our "guidelines":

We have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local groups with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Enclosed is the bibliography we have developed for applicants to use in making their selections. If this list looks good to you, we would be happy to learn about your plans for such books and the kinds of people you hope to serve.

Looking forward to seeing you on November 15th, I am

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

TO: South Carolina Commission for Farm Workers, Inc.
13 East Canal Street
Sumter, South Carolina

ORDER:

See attached book list.

This totals 969 books.

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

South Carolina Commission
For Farm Workers, Inc.
13 East Canal Street
Sumter, So. Carolina

One each p. 2, 3, 4

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

One each

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

One each

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

15 Billy Budd (1000 word level)
15 Golden Trails (2000 word level)
15 The Red Badge of Courage (2000 word level)
15 The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

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Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
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Roosevelt Grady
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South Town
Southern Temper
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Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

1—Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
1—America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
1—Autobiography of Benjamin Franklin
1—Autobiography of Will Rogers
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Banners at Shenandoah
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Book About American History
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Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
2—Combat: War with Germany
2—Combat: War with Japan
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Day of Infamy
Documentary History of the U.S.A. (Heffner)
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George Washington (Mentor)
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2—Great Untold Stories of World War II
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History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
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Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
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New History of the United States
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The 19th Century World
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Sink the Bismarck
1—Stillness at Appomattox
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A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
1—Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
50—English Through Pictures, Books 1 and 2
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Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
1—Flowers
Fossils
Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
50—Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
1—Penguin Encyclopedia
1—People and Places
1—Pictorial History of Western Art
2—Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
1—Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
50-Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
3-Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

One each, except vocational other nurse

The Bantam Book of Correct Letter Writing
5—Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
5—Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
6—The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
25—New Handbook of Modern Birth Control
25—New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
25—Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
6—Premarital Dating Behavior
Protecting Yourself and Family
20—Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
1—To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

2 — ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
10 — Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
25 — A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
2 — The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
25 — Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
5 — The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
3 — What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
10— Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
5 — Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
25 — Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

L. B. J. & C. Development Corporation

LIVINGSTON ★ BYRDSTOWN ★ JAMESTOWN ★ COOKEVILLE ★ CROSSVILLE

Community Action Program —— Economic Opportunity Act of 1964

CLIFFORD INGRAM
EXECUTIVE DIRECTOR

BOX 65 - PHONE 839-2254
MONTEREY, TENNESSEE

July 25, 1966

Mr. Ed Stanfield
Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Dear Sir:

Not long ago Mr. Baxton Bryant of the Tennessee Council of Human Relations was by the L. B. J. & C. Development Corporation office and suggested that we contact you about securing books to be used in a library that will be operated by the VISTA Volunteers now located here.

He stated it might be possible to secure at least 500 books. These books would further our cause in trying to provide the deprived people of this area with more cultural contacts. If this is possible, please forward any available information about these books to us as soon as possible.

Thank you for your cooperation in this matter.

Very truly yours,

Carl H. Boatman

Carl H. Boatman
For Cliff Ingram
Executive Director

Mr. Carl H. Boatman
L. B. J. & C Development
Box 65
Monterey, Tennessee

Dear Mr. Boatman,

Your letter of July 25 to Mr. Ed Stanfield has been referred to me. I am enclosing two of the book distribution guideline sheets. I believe they will give you all necessary information. Please note that we need to know how the books will be used in your program. Since this is an experimental program, a follow up report will be necessary also. Too, it would help to have the specific type books you will be using; individual titles if desired can be given.

I look forward to hearing from you soon.

Sincerely,

Nan Pendergrast

August 24, 1966

Miss Nancy Knuutila
Vista Volunteer
L.B.J. and C. Development Corp.
P. O. Box 65
Monterey, Tennessee

Dear Miss Knuutila:

Miss Pendergrast has handed me your letter explaining VISTA's plans for the use of paperback books since I am now administering the paperback book project.

Your letter was quite informative, and we would be happy to send you books. At this moment I am completing lists of books under headings similar to the ones you mentioned. We also have a category of books on Negro history and culture, race relations, and a few on African affairs. As soon as these lists are definite, I will send you copies from which you can make a selection according to your needs. When you do this, it will be helpful to indicate how many of each book. The only limit on the number is what you think you can use.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

September 7, 1966

Miss Nancy Knuutila
Vista Volunteer
L.B.J. and C. Development Corp.
P. O. Box 65
Monterey, Tennessee

Dear Miss Knuutila:

I am happy to enclose a set of bibliographies which we have developed for our paperback book project. When you have selected the books you will need and the number of each, just let us know so that we can place your order.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

L. B. J. & C. Development Corporation

Livingston • Byrdstown • Jamestown • Cookeville • Crossville

Community Action Agency *Economic Opportunity Act of 1964*

CLIFFORD INGRAM
EXECUTIVE DIRECTOR

BOX 65 - PHONE 839-2254
MONTEREY, TENNESSEE

September 10, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, Georgia 30303

Dear Miss Cole:

Thank you so much for sending me your list of selected paperback books. I have consulted a librarian in making my selection and have placed the number that I would like of each book in the left hand column just preceeding the book title. If possible I would like at least one copy of each book and in some instances more than one. Thank you very much for your help on this project. It will be a great asset to the Monterey community when it is completed.

Very sincerely,

Nancy Knuutila
Vista Volunteer

#3. To: Miss Nancy Knuutila
Vista Volunteer
L.B.J. and C. Development Corporation
P. O. Box 65
Monterey, Tennessee

Order:

See attached book list. For the Basic One Hundred, just send one set.

This totals about 945 books.

L.B.J. + C. Development Corp.

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

/ Across Five Aprils (Grosset-Tempo)
2 Adventures of Huckleberry Finn
2 Adventure of Robin Hood
2 Adventures of Tom Sawyer
/ African Treasury
/ Alice's Adventures in Wonderland and Through the Looking Glass
1 1 All Quiet on the Western Front
1 1 All the King's Men
/ An American Tragedy
1 1 Andersonville (Sig.)
/ Animal Farm
/ Anna and Her Daughters
2 Anne Frank: Diary of a Young Girl
/ April Morning
/ The Assistant
/ Away All Boats

/ Banners at Shenandoah
/ Basketball
2-3 Batman books
/ Beany and the Beckoning Road
/ Beasts of Tarzan
/ Beatles in a Hard Day's Night
/ Becky's Island
/ The Bedford Incident
/ Behind the Plate
/ A Bell for Adano
/ Beverly Hillbillies Book of Country Humor
1 1 Billy Budd and Typee
/ Black Arrow
/ Blackboard Jungle
/ Born Free
/ Boy Next Door
/ A Boy Ten Feet Tall
/ Brave New World
/ Breaking the Bonds
/ Bridges at Toko-Ri
/ Buffalo Chief
/ Bulfinch's Mythology
/ But Not Next Door

/ Call of the Wild; White Fang
/ Call Them Heroes. Books 1-4 (Silver-Burdette)
/ Cannery Row
/ Casino Royale
1 1 Catcher in the Rye
/ Chad Hanna
2 Cheaper by the Dozen
/ Childhood's End
/ A Christmas Carol
/ Chucklebait
/ City Boy
/ A Connecticut Yankee in King Arthur's Court
2 Count of Monte Cristo
/ Crash Club
/ Cry, the Beloved Country

/ Dangerous Summer
/ A Day in the Life of President Kennedy
(as many as are available) Dennis the Menace books
1 of each
/ Deputy's Revenge
/ Devil's Advocate
/ Diamonds are Forever
/ Drag Doll

/ Earthlight
/ East of Eden
/ Easy to Make Gifts
/ Elizabeth and the Young Stranger
2 Exodus

/ Fall of the House of Usher

/ Family Nobody Wanted
/ Fate is the Hunter
/ Fighting Angel
/ Fighting Marines
/ The Fighting Southpaw
2 Folksongs for Fun
2 For Bond Lovers Only
(as many as are available) For the Love of Peanuts, other Peanuts books (Schulz)
/ For Your Eyes Only
/ Fresh and Salt Water Fishing
1 of each / Fury

/ Genghis Khan (Lamb)
/ Georgia Boy
/ Glory Be !
/ Goldfinger
/ The Good Earth
/ Goodbye, Mr. Chips
/ Grapes of Wrath
2 Great American Short Stories
/ The Great Escape
/ Great Expectations
/ Great Sea Stories
2 Great Tales of Action and Adventure
/ Gus Wilson's Model Garage

/ Harte of the West: 17 Stories by Bret Harte
/ His Eye Is on the Sparrow
/ Hobbies for Pleasure and Profit
/ Hot Rod
/ Hot Rod Angels
/ The Hound of the Baskervilles
/ How to Draw and Paint
/ How to Write a Song
/ Humor of J.F.K.
/ Hunchback of Notre Dame
/ Hurry Sundown

/ I Always Wanted to Be Somebody
2 Immortal Poems of the English Language
/ The Incredible Journey
/ Inherit the Wind
/ Inn of the Sixth Happiness
/ Invasion: They're Coming
/ Ivanhoe
(as many as are available) The Jungle Books

one / Kidnapped
/ Kim
/ Kon-Tiki

/ Language of Love
2 A Lantern in Her Hand
2 Lassie Come-Home
/ Laughing Boy
/ The Learning Tree
/ Legend of Sleepy Hollow
/ My Life as an Indian
/ The Light in the Forest
/ Lilies of the Field
/ The Living Tide
/ Lord of the Flies
/ Lost on Venus

/ The Mad Sampler
2 Major American Poets
/ Man on a Raft
/ The Man Who Never Was
/ The Many Loves of Dobie Gillis

/ Mastermind of Mars
2 McCall's Book of Paper, Wood and Paint Crafts
2 McCall's Make Your Own Decorations and Gifts Book
/ Member of the Wedding
/ The Miracle Worker
/ Mister Fisherman
/ Moon Fleet
/ The Moon is Down
/ Moonraker
/ Moonstone
/ The Most Dangerous Game
/ My Antonia
/ My Life and Hard Times
/ My Lord, What a Morning
/ The Mysterious Island
/ Mysterious Stranger and Other Stories

/ Nature Crafts
/ New Pocket Anthology of American Verse
2 New Treasury of Folk Songs
/ The Night They Burned the Mountain
/ 1984
/ The 1965 Olympic Guide
2 No Time for Sergeants

/ Of Mice and Men
/ Official Rules of Card Games
2 Old Man and the Sea
/ Old Yeller
/ On the Beach

/ The Pearl
2 Pocket Book of Stories-O. Henry
/ Popular History of Music
/ Prince and the Pauper
/ Prison Nurse
/ Pro Football Handbook
/ Pudd'nHead Wilson

/ Quest of the Snow Leopard

/ A Raisin in the Sun
/ The Red Badge of Courage
/ The Red Pony
/ Robinson Crusoe
/ Romance of Leonardo Da Vinci
/ Romeo and Juliet and West Side Story
/ Run Silent, Run Deep

/ Sartoris
/ Scaramouche
/ The Scarlet Letter
/ Screwball
/ Sea Wolf
/ Serpent's Coil
/ Seven Days in May
/ Seventeen
/ Shane
/ The Shook-up Generation
/ A Single Pebble
/ Six Great Modern Plays
/ Somebody Up There Likes Me
/ The Spy Who Loved Me
2 Stories from the Twilight Zone
2 Stories My Mother Never Told Me
/ The Story Catcher
/ Strangest of All
/ Street Rod
/ Study in Scarlet and Sign of the Four
/ Superman books

/ Sweet Thursday
/ Swiss Family Robinson

/ Tales of the Incredible
/ Tales of Terror and Suspense
/ Teahouse of the August Moon
/ Teen-Age Dance Book
/ Teensville, USA
2 Ten Modern American Short Stories
2 Three Comedies of American Life
/ Thunderball
/ Time is the Simplest Thing
/ The Time Machine
/ The Time of Her Life
/ To Kill a Mockingbird
/ Tobacco Road
/ Tortilla Flat
/ The Train from Katanga
/ Travels of Marco Polo
/ Treasure Island
/ The Tunnel Escape
/ 20,000 Leagues Under the Sea
/ Two Years Before the Mast

2 Vietnam Diary
/ Von Ryan's Express

/ The Wanderer
/ War Beneath the Sea
/ War of the Worlds
/ What Then Is Love
/ Where's Annie?
/ Wit's End

/ You Only Live Twice

/ A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

/	Pride and Prejudice	Jane Austen
/	Sense and Sensibility	Jane Austen
/	The Wizard of Oz	L. Frank Baum
2	Jane Eyre	Charlotte Bronte
2	Wuthering Heights	Emily Bronte
/	The Age of Chivalry	Thomas Bulfinch
/	The Age of Fable	Thomas Bulfinch
1	The Way of All Flesh	Samuel Butler
/	Alice's Adventures in Wonderland	Lewis Carroll
/	The Moonstone	W. W. Collins
/	Lord Jim	Joseph Conrad
/	The Deerslayer	James F. Cooper
/	The Last of the Mochicans	James F. Cooper
/	The Pathfinder	James F. Cooper
/	The Pioneers	James F. Cooper
/	The Prarie	James F. Cooper
/	The Red Badge of Courage	Stephen Crane
/	Two Years Before the Mast	Richard Henry Dana
/	Pere Goriot	Honore de Balzac
/	Robinson Crusoe	Daniel DeFoe
/	A Christmas Carol	Charles Dickens
/	David Copperfield	Charles Dickens
/	Great Expectations	Charles Dickens
/	Oliver Twist	Charles Dickens
/	A Tale of Two Cities	Charles Dickens
/	The Mutiny on Board H.M.S. Bounty	William Bligh
/	The Hound of the Baskervilles	A. Conan Doyle
/	Silas Marner	George Eliot
/	The Mill on the Floss	George Eliot
/	The Autobiography of Benjamin Franklin	Benjamin Franklin
/	The Vicar of Wakefield	Oliver Goldsmith
1	The Mayor of Casterbridge	Thomas Hardy
/	The Return of the Native	Thomas Hardy
/	Tess of the D'Urbervilles	Thomas Hardy
/	The Outcasts of Poker Flat	Bret Harte
/	The House of the Seven Gables	Nathaniel Hawthorne
/	The Scarlet Letter	Nathaniel Hawthorne
/	Twice-Told Tales	Nathaniel Hawthorne
2	O. Henry, The Four Million and Other Stories	O. Henry
/	The Odyssey	Homer
/	Green Mansions	W. H. Hudson
/	The Legend of Sleepy Hollow	Washington Irving
/	The Ambassadors	Henry James
/	The Story of My Life	Helen Keller
/	Captains Courageous	Rudyard Kipling
/	Kim	Rudyard Kipling
/	The Call of the Wild	Jack London
/	The Sea Wolf	Jack London
/	White Fang	Jack London
/	Evangeline	Henry W. Longfellow
/	The Prince	Niccolo Machiavelli
/	Moby Dick	Herman Melville
1	Typee	Herman Melville
1	The Scarlet Pimpernel	Baroness Orczy
2	The Oregon Trail	Francis Parkman
/	Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
/	Men of Iron	Howard Pyle
2	Aesop's Fairy Tales	Aesop
/	Ivanhoe	Sir Walter Scott
/	As You Like It	William Shakespeare
/	Julius Caesar	William Shakespeare
/	Hamlet	William Shakespeare
/	Macbeth	William Shakespeare
/	The Merchant of Venice	William Shakespeare
/	A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

/The Tempest	William Shakespeare
/Twelfth Night	William Shakespeare
/Man and Superman	George Bernard Shaw
2Frankenstein	Mary Shelley
/The Jungle	Upton Sinclair
/The Black Arrow	Robert L. Stevenson
/Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
/Kidnapped	Robert L. Stevenson
/The Master of Ballantrae	Robert L. Stevenson
/Treasure Island	Robert L. Stevenson
2Dracula	Bram Stoker
/Gulliver's Travels	Jonathan Swift
/Walden-Essay on Civil Disobedience	Henry David Thoreau
1 A Connecticut Yankee in King Arhtur's Court	Mark Twain
2Huckleberry Finn	Mark Twain
2Life on the Mississippi	Mark Twain
2The Prince and the Pauper	Mark Twain
2Tom Sawyer	Mark Twain
/Around the World in Eighty Days	Jules Verne
/A Journey to the Center of the Earth	Jules Verne
/Master of the World	Jules Verne
/The Mysterious Island	Jules Verne
/Michael Strogoff	Jules Verne
/Twenty Thousand Leagues Under the Sea	Jules Verne
/Robin Hood	E. Charles Vivian
/Ben Hur	Lew Wallace
/The First Men in the Moon	H. G. Wells
/The Food of the Gods	H. G. Wells
/The Invisible Man	H. G. Wells
/The Time Machine	H. G. Wells
/The War of the Worlds	H. G. Wells
/Leaves of Grass	Walt Whitman
/The Virginian	Owen Wister
/The Picture of Dorian Gray	Oscar Wilde
/The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

1 Billy Budd (1000 word level)
1 Golden Trails (2000 word level)
/The Red Badge of Courage (2000 word level)
/The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

/ Abe Lincoln Gets His Chance
/ The Adventures of Pinocchio
2 Aesop's Fables (Dell)
/ Ah Fu: A Chinese River Boy
/ Alice Gets a New Look
/ The Anytime Rings
2 Bambi
/ Barney Beagle
2 Black Beauty
/ By Myself (I-III)
/ Case of the Aluminum Crutch
2 The Cat Book
2 Child's Garden of Verses
/ Child's Story of Ancient Days
2 Colors Are Nice
/ Coming of Flame
2 Day with Debbie*
/ The Dog Book
/ Donald Duck Book
/ The Duck on the Truck
/ The Elephant Book
2 Every Child's First English Color and Learn Book
/ The Fir Tree
/ Fish Book
/ Flame, Son of Silver Cloud
2 Four Seasons with Suzy*
2 Fun with David*
/ Fun with Dots
/ The Gilead Bomb
/ Golden Shape Books
/ Happy Children
/ The House that Jack Built
2 Humpty Dumpty Book
/ Hurry Up, Slowpoke
/ I Made a Line
/ In the Big City*
/ Jack and the Beanstalk
2 King Who Learned to Smile
/ Laugh with Larry*
/ Little Gray Mouse and the Train
/ New Girl at Merrywhether
2 Night Before Christmas
2 Our Animal Story Books
/ The Owl and the Pussycat
/ Penny Takes the Stage
/ People Read (Macmillan--Bank Street Readers)
2 Peter Pan
/ Popeye
2 Question and Answer Book
2 Read-Aloud Funny Stories
/ Robin West: Freshman Nurse
/ Robin West: Nurse's Aide
/ Samax, the Gladiator
/ Secret of the Dark Stranger
/ The Selfish Giant
/ Sturdi Contour Books
/ Sunny Days in the City*
/ Sunshine Book
/ Surprise in the Tree
/ Tip Top Elf Rand McNalley Golden Future Coloring Books
2 Three Bears and Goldilocks
/ The Tracy Twins in Japan
2 12 Days of Christmas
2 Wizard of Oz
2 Wonderbooks
/ The Wouldbegoods (Penguin-Puffin)
2 Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

/ The African (Signet)
/ African Heritage
/ African Independence (Dell)
/ Africa's Freedom
/ American Race Relations Today
/ The Angry Black South
/ Before the Mayflower--History of the Negro in America (1619-1962)
1 Black Boy
/ Black Humor
/ Black Like Me
/ Black Metropolis
1 Black Muslims in America
/ Black Nationalism
/ Black Treasure (Barlow, Tempo)
/ But Not Next Door
/ Cool World
/ Crisis in Black and White
/ Essays on the History of the American Negro
/ Fight for Freedom: Story of NAACP
/ The Fire Next Time
/ Fire-Bell in the Night
/ For Human Beings Only
/ Freedom Summer
/ From the Back of the Bus
/ Geography of African Affairs
/ Go Tell It on the Mountain
/ A Handbook of African Affairs
/ Home to Harlem
2 I Always Wanted to Be Somebody
/ Inside the Ku Klux Klan
/ In White America
/ Invisible Man
2 Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
/ Mind of the South
/ Mississippi: the Closed Society (Harvest)
/ The Movement (Hansberry)
2 Mr. Kennedy and the Negroes
/ Native Son
/ The Negro in the Making of America
2 Negro in the United States: A Brief History
/ Negro Question
/ The Negro Revolt
/ Negro Today
/ Nigger
/ Nobody Knows My Name
/ Notes of a Native Son
/ On Being Negro in America
/ Portrait of a Decade
/ Race and Nationality in American Life
/ Roosevelt Grady
1 Sex and Racism in America
/ Souls of Black Folk
/ The South and the Southerner
/ South Town
/ Southern Temper
2 The Story of Jazz
/ Strange Career of Jim Crow
/ The Strength to Love
/ Stride Toward Freedom
/ This is My Country Too
/ The Troublesome Presence
2 Up From Slavery
/ We Shall Overcome (Dell)
/ When the Word is Given
/ Who Speaks for the Negro
/ Why We Can't Wait
2 Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

/ Abraham Lincoln (Charnwood)
/ Age of Jackson (Ment.)
/ The Age of Napoleon
2 America and Its Presidents
/ America as a Civilization
/ America in Perspective
/ American Labor (Pelling. U of Chicago)
/ The American Scene: 1600-1860
/ Americans All: Story of our Latin American Neighbors
/ Ark of Empire: American Frontier, 1784-1803
/ Autobiography of Benjamin Franklin
/ Autobiography of Will Rogers
2 Background to Viet Nam
/ Banners at Shenandoah
/ The Big Change: America Transforms Itself, 1900-1950
/ Book About American History
/ Brief History of the U.S.
/ China: the Country Americans Are Not Allowed to Know
/ Christopher Columbus, Mariner
/ Cimarron
/ Citizen Tom Paine
/ The Civil War: A New One Volume History (Mentor)
2 Combat: War with Germany
2 Combat: War with Japan
/ Day Lincoln Was Shot
/ Day of Infamy
2 Documentary History of the U.S.A. (Heffner)
/ Eight Courageous Americans
/ The Final Challenge: the American Frontier (1804-1845)
/ Franklin D. Roosevelt and the Age of Action
/ George Washington (Mentor)
/ The Good Years (1900-1914)
/ The Great Adventure: America in the First World War
/ The Great Dissenters
2 Great Untold Stories of World War II
/ Here to Stay
2 Hiroshima
2 A History of Russia
2 History of the U.S. Since 1945
2 Hitler, A Study in Tyranny
/ Hoofbeats of Destiny: Story of the Pony Express
2 How and Why Wonder Book of the American Revolution
/ If the South Had Won the Civil War
/ Indian-Fighting Army
/ Indians of the Americas
/ Inside Europe Today
/ The Last Days of Hitler
/ Letters from an American Farmer and Sketches of 18th Century America
/ Life on the Mississippi (Twain)
/ Main Street, U.S.S.R.
/ Nation Divided
/ The New Asia
/ New History of the United States
2 A Night to Remember
/ The 19th Century World
/ The Octopus
/ Only Yesterday
2 Our 50 United States
/ Paul Revere and the World He Lived In (Sentry)
/ Peking and Moscow
2 Picture History of the Modern World
2 A Pocket History of the United States
2 President Kennedy Selects Six Brave Presidents
2 Presidents of the USA: Profiles and Pictures
/ Rebels and Redcoats
/ Roughing It
/ Secrets of the Past
/ Sink the Bismarck
/ Stillness at Appomattox
/ Stories of Modern America

/They All Discovered America
/Thomas Jefferson
/A Time to Stand
/The Wall
/When the Legends Die
/Wonders of the World
/Woodrow Wilson and the New America
/The World of Ancient Man
/World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

1 Art of Being a Successful Student
1 Basic Algebra Self Taught
1 Basic Biology Self Taught
1 Basic Chemistry Self Taught
1 Basic Facts of Human Heredity
1 The Body in Action
1 Books That Changed the World
2 Butterflies and Moths
1 College Scholarships and Loans: Who Gets Them--How and Why
1 Complete Handbook of Better English
1 Computers: the Machines We Think With (Dell)
1 Darwin and the Modern World View
1 Double Your Reading Speed
1 Economics in One Lesson
1 Electronics for Everyone
1 Engineering
1 English for Everyone
1 English Through Pictures, Books 1 and 2
1 Everglades National Park
1 Everyday Arithmetic Self Taught
1 Exploration of Space
1 First Workbook of English
2 Flowers
2 Fossils
2 Fun with Words, Grade 1, 2, and 3
2 Fun with Words and Pictures
2 Getting Ready to Read
2 Grade One Practice Workbook Reading
1 Grammar Self-Taught
1 Great Inventions
1 Growing Plants
1 Help Your Child Succeed in School
1 Heredity, Race, and Society
1 How and Why Wonder Book of Beginning Science
1 How and Why Wonder Book of Our Earth
1 How Much Is a College Degree Worth to You
2 How the Great Religions Began
1 How to Become a Better Reader
1 How to Get Higher Marks in School
1 How to Prepare for College
1 How to Study
1 How to Study Better and Get Higher Marks
1 The Human Body
1 The Human Mind (Curtis Co.)
1 Ideas of the Great Economists
1 Little Book of Stars
1 Machines that Built America
2 Mammals
1 Man in Flight
1 Math, Grade 1, 2, 3, 4
1 Mathematics in Everyday Things
1 Mathematics Tables and How to Use Them
1 New American Guide to Colleges
8 New American Webster Handy College Dictionary
3 New Hammond World Atlas
1 The New Mathematics Dictionary and Handbook
1 New Ways to Greater Word Power
1 Number Fun
1 Pacific Northwest
1 Parent's Guide to Children's Reading
2 Penguin Dictionaries (Art, Music, Politics, etc.)
2 Penguin Encyclopedia
2 People and Places
2 Pictorial History of Western Art
2 Picture History of Painting
1 Rapid Vocabulary Builder
2 Reptiles and Amphibians
1 Sailing
2 Satellites, Rockets, and Outer Space
1 Science Projects Handbook
2 The Sea Around Us
2 Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

1 Seashores
1 Shortcuts to Effective English
2 Silent World
2 Southwest
2 Stop, Look, and Write
2 The Strange Story of Our Earth
1 30 Days to a More Powerful Vocabulary
1 3-In-1 Workbook, Grade 1 and 2
2 Trees
1 20 Steps to Perfect Spelling
2 Walt Disney Story of Our Friend the Atom
2 Weather
1 Words Most Often Misspelled and Mispronounced
1 You and Your Senses
2 Zoology

VOCATIONAL GUIDANCE

2 The Bantam Book of Correct Letter Writing
2 Career Guide for Young People
2 The Delso Sisters, Beauticians*
2 From High School to a Job
2 How to Be an Effective Secretary
2 How to Become a Government Girl
2 How to Land the Job You Want
2 John Leveron, Auto Mechanic*
2 Marie Perrone, Practical Nurse*
2 The Millers and Willie B.; Butcher, Baker, Chef*
3 1001 New Job Opportunities
3 1001 Top Jobs for High School Graduates
2 Opportunities in Agricultural Engineering
2 Opportunities in Free Lance Writing
2 Opportunities in Machine Shop Trades
2 Opportunities in Office Occupations
2 Opportunities in Pharmacy Careers
2 Opportunities in Recreation and Outdoor Education
2 Opportunities in Social Work Careers
2 Opportunities in Teaching Careers
2 Six Ways to Get a Job
2 So You Want to Be a Doctor
2 So You Want to Be a Lawyer
2 So You Want to Be a Nurse
2 Television as a Career
2 Touch Typing in 10 Lessons
2 Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

When more book are added to this list, if possible could you also send these also - Thank you

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2 Accident Handbook
2 All New Fannie Farmer's Boston Cooking School Cook Book
2 Ann Landers Talks to Teenagers About Sex
1 Ann Pillsbury's Baking Book
2 The Art of Dating
1 Be Happier, Be Healthier
1 Becoming Parents
1 Better Homes and Gardens Baby Book
1 Betty Bissell Book of Home Cleaning
1 Bulky Knitting
2 Calories, Vitamins, and Common Sense
2 Children's Knitting
1 Complete Book of Knitting and Crocheting
2 Complete Guide to Home Sewing
2 Cookbook for Beginners
1 Drink, Eat, and Be Thin
2 Encyclopedia of Clothes Care
1 Etiquette and Manners
1 Explaining Life to a Child (Dell)
2 Facts of Life and Love for Teenagers
2 Facts of Love and Marriage for Young People
2 Family First Aid
2 Family Legal Adviser
2 Family Medical Encyclopedia
2 Fannie Farmer Junior Cook Book
2 Fathers Are Parents, Too
2 First Aid for the Ailing House
2 Gardening the Easy Way
2 Good Housekeeping Book of Baby and Child Care
1 The Handy Book of Gardening
2 Heloise's Housekeeping Hints
2 Home Maintenance: Quick and Easy Guide
2 Household Encyclopedia
1 Householder's Manual
2 How to Clean Everything
2 The I Never Cooked Before Cookbook
2 Infant Care (Lancer Books)
1 Instant Household Tricks
1 Instant Kitchen Tricks
1 Key to Physical Fitness
2 McCall's Easy Sewing Book
1 New Handbook of Modern Birth Control
1 New Ways in Sex Education
1 Nutrition in a Nutshell
1 On Life and Sex
1 1001 Questions and Answers from the Family Handyman
1 The Painless Way to Stop Smoking
1 Planned Parenthood
4 Pocket Book of Baby and Child Care (Spock)
1 Pregnancy and Birth
1 Premarital Dating Behavior
1 Protecting Yourself and Family
1 Sewing: New Ways, New Tools
1 Sex and the Adolescent
1 So You're Going to Be Married
2 Social Security and Medicare (Dell)
1 Stop Dieting: Start Losing
1 Tell Me, Doctor
1 To Goof or Not to Goof
1 The Vanishing Adolescent
1 Your Adolescent at Home and in School
1 Your Complete Home Medical Reference Book
1 Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

/ ABC's of Community Planning (Sears)
/ ABC's of Urban Renewal (Sears)
/ America Tomorrow, Creating the Great Society
/ Basic Facts of American Government
/ Conventions and Elections: 1964 (Dell)
/ Democracy in America (Mentor)
/ Democratic Way of Life
/ Federalist Papers
/ Handbook of Everyday Law
/ Handbook of Practical Politics (Henry Holt & Co.)
/ How to Succeed in Politics
/ Living U.S. Constitution
2 Making of the President
/ A Manual for Direct Action (Quadrangle Books)
/ National Relocation and Housing Guide
/ Our American Government
/ Parties and Politics in America
2 The Peace Corps (Kittler)
2 Politics and Policies in State and Local Governments (Prentice-Hall)
2 Questions and Answers on American Citizenship
/ Report of the County Chairman
/ Slums and Suburbs
2 The U.N. and How It Works
2 U.S. Political System and How It Works
/ The Wasted Americans
/ What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

2 Buyer's Guide to Nearly Everything
2 Consumer's Guide to Better Buying
2 Family Handbook of Dollars and Sense
2 How and Where to Borrow Money
2 How to Borrow Money
2 How to Get More for Your Money
2 How to Lower Your Food Bills
2 How to Spend More, Owe Less, and Live Better
2 Principles of Cooperation (Bogardus, Cooperative League of USA)
2 Sense with Dollars
2 Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
2 Vice President in Charge of Revolution (McGraw Hill)

November 23, 1966

Miss Nancy Knuutila
Vista Volunteer
L.B.J. & C. Development Corporation
Box 65
Monterey, Tennessee

Dear Miss Knuutila:

I am very concerned to hear about the delay in shipment of the paperback books for your library. The problem has occurred out at the Atlanta News Agency, which collects and ships the books. They have a small number of personnel working on a large number of orders, but they should have shipped your order by now. I have written them and enclosed a copy of your letter to impress upon them the harm done when people get enthusiastic about the books and then the books don't appear. You should have your shipment within a week.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

L. B. J. & C. Development Corporation

Livingston • Byrdstown • Jamestown • Cookeville • Crossville

Community Action Agency *Economic Opportunity Act of* 1964

CLIFFORD INGRAM
EXECUTIVE DIRECTOR

BOX 65 - PHONE 839-2254
MONTEREY, TENNESSEE

November 22, 1966

Miss Nan Pendergrast
Southern Regional Council
5 Forsyth Street N.W.
Atlanta, Georgia 30303

Dear Miss Pendergrast:

In September you sent me a book list to choose what books may be useful to our community library. You said that we would be receiving the books as soon as the order went through. That was two months ago, and after creating a great amount of enthusiasm in Monterey among local groups and individuals the enthusiasm and promised cooperation will soon deminish if we don't receive the books shortly.

I hope that you will be able to expedite the shipment of the books to us. Thank you for your cooperation.

Very sincerely,

Nancy Knuutila
Vista Volunteer

Nancy Knuutila
Vista Volunteer
L.B.J. and C. Development Corp.
Monterey, Tennessee

Southern Regional Council, Inc.
5 Forsyth Street, N.W.
Atlanta, 3, Georgia

Dear Miss Pendergrast:

After carefully reading your Paperback Book Distribution Project I have written up the following outline hoping that it will meet your specifications for a book donation.

The books will be placed under the supervision of Vista Volunteers. VISTA (Volunteers In Service To America) is an organization sometimes called the "domestic Peace Corps" which resulted from President Johnson's "War On Poverty"program. In my case another girl and myself have volunteered to serve for onr year in this program. After a six week training program to introduce us to the types of people, conditions and situations we would be facing during our year, the volunteer, at the request of an authorized supervisor, is sent to a chosen section of the country to help the people in that area combat their problems.

The Volunteers here will be working through the L.B.J. and C. Development Corporation. This corporation has established a program which offers the people in a five county area economic, cultural, and social enrichment opportunities. If these books are donated to us they will be used specifically in Putnam County in the town of Monterey, Tennessee. Monterey is an abandoned coal mining town with two major industries employing only 500 people. According to the 1960 Census Report the population of Putnam County was 29,236. At that time 19.1% of the people 25 years and over were illiterate with 80% having less than four years of a high school education. The Report also showed that the school drop-out rate was 10.89% with the median number of school years being 8.2.

These books will be available to all of the people in and around Monterey placing special emphasis on those people who have a very limited reading, writing and speaking vocabulary and those people who can read more easily but have no material available to them; especially the children. We We hope also to use these books as a means for a better understanding of what is going on in other areas of the country and to give the people a better understanding of what has happened and is happening in the world today. Many of the people we are working with in this area are very unconscious of anything outside of what directly confronts them in their everyday life, so books of this nature would be very beneficial. We hope by the use of these books we will make them more open-minded and concerned about, not only others but also their own problems such as those I have already mentioned.

Monterey presently has an Upper Cumberland Regional Library in existance consisting of about 500 books. This library operates on the loan basis which is also the method we plan to use. The Regional library however has not been totally successful because it does not offer a wide variety of reading material. The books it contains are mostly geared to the individual with higher educations and are more for pleasure reading than for research of any kind. These books have been somewhat beneficial to the high school students but do not draw the interest of children and adults.

If donated, the books will be used by two Vista Volunteers to set up tudoring sessions for elementary, secondary and adult education classes. They will offer pleasure reading to all age groups and will offer the adults as opportunity to futher their reading skills. Because of the limited knowledge of mothers in areas such as; cooking, canning, sewing, and household sanitation, books containing homemaking skills will also be very beneficial and put to good use. The unemployment and under-employment rate in Monterey, being very high is proof that books containing information on job skills can also be put to very effective use.

As you can see several different types of books can be very beneficial to us, such as: History books, Community Improvement, Limited vocabulary material for adults (both fiction and non-fiction), pleasure reading materials for people of all ages, preferablly adventure and mystery stories, secondary school materials for pleasure reading, childrens books (several would be useful), homemaking skills, job skills, the labor movement, and books suitable for tudoring individuals of the elementary, secondary and adult education levels.

The future continuation of such a library would remain under the direction of Vista Volunteers. If the Vista program should be discontinued the books will then be donated to the Upper Cumberland Regional Library and will function according to their program. Expansion of the library will be up to the community. Donations and gifts from local clubs and individuals will be the only means of expanding such a program. Serveral clubs have already shown an interest in the program and will offer their support.

Thank you for your help and cooperation on this matter.

Very sincerely yours,

Nancy Knuutila

Nancy Knuutila
Vista Volunteer

Carl Boatman

Carl Boatman
Director of NYC

September 27, 1966

Miss Katherine Jones
3610 Brighton Road
Nashville, Tennessee 37205

Dear Miss Jones:

The people who come to the South Street Community Center, I am sure, could make good use of paperback books, and we would be happy to learn more about your plans in this regard. We are especially interested in a program planned with the idea that, should the effort prove successful, the local group will want to expand it or spread the idea to other agencies, especially public ones. This is all you need to know in the way of guidelines. We want to encourage novel ways of getting books to people who normally have very little access to them.

Enclosed is the bibliography which we have developed for applicants to use in making their selections. You may order by category, or you may want to select certain titles and exclude others. Also, you may wish more than one copy of a title.

If you receive books from us, we will need later a brief follow-up report to learn about the response to the books.

I hope to hear from you soon.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Southern Regional Council
5 Forsyth Street
Atlanta, Georgia

Re: Paperback Book Projects

Gentlemen:

As a member of the South Street Community Center, 1105 South Street, Nashville Tenn. 37204 - I would like to request books for the Center.

South Street Community Center is located in a slum area - the worst in the city - and also an Urban Renewal area. It operates a day care center for pre-school Negro children, after school care and a program for teen agers and for adults. It's funds are limited and its resources meagre.

Boston Bryant suggested that we write directly to you, but I notice that it's supposed to request guidelines.

I am writing this as a board member of the Center.

Sincerely yours
Kay Jones

Sept 15

Miss Katherine Jones
3610 Brighton Rd.
Nashville, Tenn. 37205

October 21, 1966

Mrs. Louise W. Brown
Program Director
South Street Community Center
1105 South Street
Nashville, Tennessee 37204

Dear Mrs. Brown:

Thank you for your letter of October 13th and your book order. I have sent in your request for a copy of all books listed in the bibliography. Allow about three weeks for delivery.

You asked about obtaining additional copies of the books which prove to be in greatest demand. If there is still money in our budget when you send in your request, we will be happy to send the books. At the moment, it is hard to judge how fast the requests are coming in, but we will be glad to consider another order from you.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

South Street Community Center

James C. Cousin, Director

1105 South Street Nashville, Tennessee 37204

Telephone 256-8141

October 13, 1966

Miss Louise Cole
Paperback Book Project
Southern Regional Council, Inc.
5 Forsyth Street, N. W.
Atlanta, Georgia 30303

Dear Miss Cole:

As you stated in your letter of September 27, addressed to Miss Katherine Jones, the people who come to the South Street Community Center, could make good use of paperback books.

We were delighted to learn of this source for obtaining good books as we are in the process of setting up a free loan library. Until we received the bibliography of paperback books available through the Southern Regional Council, we had made our radio appeals for Children's books.

But now we would like to plan to include books for teenagers and adults, and many of the books listed would provide excellent reference sources for our Program Workers and Homemakers. In view of this will you please send us a copy of all books listed in the bibliography? We would certainly appreciate receiving them for we know they would prove invaluable in promoting the reading of good books as a source of knowledge and pleasure.

After the books have been in our soon - to - be library for a time, and we discover which books are in greatest demand, may we obtain additional copies of these particular books?

Again, our deepest appreciation and thanks.

Sincerely,
South Street Community Center

Louise W. Brown
(Mrs.) Louise W. Brown,
Program Director

LWB/thl

OGF

TO: Mrs. Louise W. Brown
Program Director
South Street Community Center
1105 South Street
Nashville, Tennessee 37204

ORDER:

One copy of every book in every category.

This totals 758 books.

November 8, 1966

Mrs. Coles
Southern Regional Council
5 Forsythe Street
Atlanta, Georgia

Dear Mrs. Coles,

The Social Action Committee of the Westminster Presbyterian Church is sponsoring a Study-Tutorial program for underprivileged children from a school nearby. One-hundred and twenty children are enrolled.

We have thirty volunteers to help these children with their school work. However, we do not have books for them to learn to read and to enjoy.

Our funds are limited and are used for milk, paper, pencils, crayons, paste, and paints. Mrs. Jay Worrall told me that you might be able to help us get books for the children. We would like to have at least four or five books for each child.

If there are any other aids for these children from poverty homes, please let me know. Any help you can give us, would be appreciated.

Yours very truly,

Mary W. Updike

Mrs. Mary W. Updike
Associate Director, Study- Tutorial Program
1848 Winston Road
Charlottesville, Virginia
22903

November 27, 1966

Dear Miss Cole,

Thank you for the book list which is enclosed with the number of copies needed.

The books of several copies (i.e "Bambi") will be given to the children to take home and keep for their very own.

We are very excited over the prospect of getting these books.

I will let you know how the books are used after we have had them for a while. We will be closed during the holidays. Perhaps the books should be sent to me.

Thank you,

Mrs. D. F. Updike
Assoc. - Director Study -
Tutorial Program
1845 Winston Rd.
Charlottesville, Va. 22903

November 11, 1966

Mrs. Mary W. Updike
Associate Director
Study-Tutorial Program
1848 Winston Road
Charlottesville, Virginia 22903

Dear Mrs. Updike:

We are pleased to hear about your study-tutorial program and will be happy to send you books.

Enclosed is the bibliography to use in making your selections. Notice especially the "Children's Books--Leisure" and the "School Subjects, Skills, Reference Books" categories. You may also want books from the other categories if you think you may be able to attract older readers, perhaps the parents of these children.

You may order more than one copy of a book, and you may order by category if you want all the books in a category. (The Basic One Hundred has to be ordered as a unit.)

After your program has been operating for awhile, we will need a brief follow-up report to learn about the response to the books.

Please send your order as soon as possible, for we have been funded for a limited period of time. Allow about three weeks for delivery.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

TO: Mrs. O. L. Updike
Associate Director
Study-Tutorial Program
1848 Winston Road
Charlottesville, Virginia 22903

ORDER:

See attached book list.

This totals 968 books.

Mary Updike
293-9018

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Copies

1 Across Five Aprils (Grosset-Tempo)
5 — 1 Adventures of Huckleberry Finn Twain
2 — 1 Adventure of Robin Hood
5 1 Adventures of Tom Sawyer Twain
African Treasury
2 — Alice's Adventures in Wonderland and Through the Looking Glass Carroll
1 All Quiet on the Western Front
1 All the King's Men
1 An American Tragedy Dreiser
1 Andersonville (Sig.)
1 Animal Farm Orton
1 Anna and Her Daughters
1 Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
5 — Batman books
~~Beany and the Beckoning Road~~
~~Beasts of Tarzan~~
~~Beatles in a Hard Day's Night~~
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
~~Beverly Hillbillies Book of Country Humor~~
1 Billy Budd and Typee Melville
Black Arrow Stevenson
Blackboard Jungle
3 — Born Free
Boy Next Door
3 — A Boy Ten Feet Tall
1 Brave New World Huxley
Breaking the Bonds
1 Bridges at Toko-Ri
Buffalo Chief
1 Bulfinch's Mythology
But Not Next Door

1 Call of the Wild; White Fang London
Call Them Heroes. Books 1-4 (Silver-Burdette)
1 Cannery Row Steinbeck
1 Casino Royale Kerp
1 Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
5 — A Christmas Carol
Chucklebait
City Boy
1 A Connecticut Yankee in King Arthur's Court Twain
1 Count of Monte Cristo Dumas
Crash Club
1 Cry, the Beloved Country

Dangerous Summer
1 A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
~~Drag Doll~~

Earthlight
East of Eden
5 — Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

1 Fall of the House of Usher Poe

Copies

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
3 — Folksongs for Fun
For Bond Lovers Only
10 — For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
1 Fury

1 Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
1 The Good Earth - Buck
1 Goodbye, Mr. Chips - Hilton
Grapes of Wrath Steinbeck
1 Great American Short Stories
The Great Escape
1 Great Expectations Dickens
5 — Great Sea Stories
5 — Great Tales of Action and Adventure
Gus Wilson's Model Garage

1 Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
2 — Hobbies for Pleasure and Profit
1 Hot Rod
1 Hot Rod Angels
1 The Hound of the Baskervilles C. Doyle
2 — How to Draw and Paint
2 — How to Write a Song
1 — Humor of J.F.K.
1 Hunchback of Notre Dame Hugo
~~Hurry Sundown~~

I Always Wanted to Be Somebody
2 — Immortal Poems of the English Language
3 — The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
1 Ivanhoe Scott

5 — The Jungle Books Kipling

1 Kidnapped Stevenson
2 — 1 Kim Kipling
2 — 1 Kon-Tiki

Language of Love
32 1 A Lantern in Her Hand Aldrich
— Lassie Come-Home
Laughing Boy
2 — The Learning Tree
1 Legend of Sleepy Hollow Hawthorne
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
1 Lord of the Flies
1 Lost on Venus

The Mad Sampler
1 — Major American Poets
Man on a Raft
The Man Who Never Was
1 The Many Loves of Dobie Gillis

Copies

Mastermind of Mars
2 —McCall's Book of Paper, Wood and Paint Crafts
2 —McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
1 The Moon is Down Steinbeck
Moonraker
1 Moonstone
The Most Dangerous Game
1 My Antonia Cather
1 My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

3 — Nature Crafts
1 New Pocket Anthology of American Verse
5 —1 New Treasury of Folk Songs
1 The Night They Burned the Mountain Dooley
1984
The 1965 Olympic Guide
1 No Time for Sergeants

Of Mice and Men Steinbeck
1 —Official Rules of Card Games
1 Old Man and the Sea Hemingway
2 — Old Yeller
1 On the Beach

1 The Pearl Steinbeck
Pocket Book of Stories-O. Henry
Popular History of Music
1 Prince and the Pauper Twain
Prison Nurse
1 Pro Football Handbook
1 Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
1 The Red Badge of Courage
1 The Red Pony Steinbeck
2 —1 Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
1 Scaramouche Sabatini
1 The Scarlet Letter Hawthorne
Screwball
1 Sea Wolf
Serpent's Coil
Seven Days in May
1 Seventeen Tarkington
1 Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
1 —The Story Catcher
Strangest of All
1 Street Rod
1 Study in Scarlet and Sign of the Four Doyle
~~Superman books~~

Copies

Sweet Thursday
2 — Swiss Family Robinson Wyss

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird Lee
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
3 — Treasure Island Stevenson
The Tunnel Escape
20,000 Leagues Under the Sea Verne
Two Years Before the Mast Dana

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

1 — You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

the set, if you please

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

Billy Budd (1000 word level)
Golden Trails (2000 word level)
The Red Badge of Courage (2000 word level)
The Turn of the Screw (2000 word level)

CHILDREN'S BOOKS--LEISURE

2 - Abe Lincoln Gets His Chance?
3 - The Adventures of Pinocchio ✓ read aloud
3 - Aesop's Fables (Dell) ✓ read aloud
2 - Ah Fu: A Chinese River Boy ✓
~~Alice Gets a New Look~~
~~The Anytime Rings~~
35 - Bambi
~~Barney Beagle~~
Black Beauty
By Myself (I-III)?
~~Case of the Aluminum Crutch~~?
5 - The Cat Book
3 - Child's Garden of Verses ✓ read aloud
~~Child's Story of Ancient Days~~
2 - Colors Are Nice?
2 - Coming of Flame?
Day with Debbie* ✓
6 - The Dog Book - 3 - 3rd grade
Donald Duck Book ✓
6 - The Duck on the Truck (3 copies) - 3rd grade
The Elephant Book?
2 - Every Child's First English Color and Learn Book ✓
The Fir Tree ✓
Fish Book ✓
~~Flame, Son of Silver Cloud~~
10 - Four Seasons with Suzy* (3 copies - 3rd
5 - Fun with David* ✓
5 - Fun with Dots?
~~The Gilead Bomb~~?
30 - Golden Shape Books?
Happy Children?
10 - The House that Jack Built (3 copies - 3rd
Humpty Dumpty Book?
2 - Hurry Up, Slowpoke?
I Made a Line?
5 - In the Big City* ✓
30 - Jack and the Beanstalk (3 copies)
6 - King Who Learned to Smile
10 - Laugh with Larry* (3 copies)
10 - Little Gray Mouse and the Train (3 copies)
New Girl at Merrywhether?
30 - Night Before Christmas ✓
5 - Our Animal Story Books ✓
35 - The Owl and the Pussycat ✓
~~Penny Takes the Stage~~
5 - People Read (Macmillan--Bank Street Readers)
20 - Peter Pan (3 copies + 3rd
~~Popeye~~
5 - Question and Answer Book
8 - Read-Aloud Funny Stories (3 copies - 3rd grade
~~12 - Robin West: Freshman Nurse~~? 5th grade?
~~12 - Robin West: Nurse's Aide~~
~~Samax, the Gladiator~~
~~Secret of the Dark Stranger~~
2 - The Selfish Giant ✓
10 - Sturdi Contour Books?
5 - Sunny Days in the City* ✓
Sunshine Book?
3 Surprise in the Tree (3 copies)
Tip Top Elf Rand McNalley Golden Future Coloring Books!
Three Bears and Goldilocks ✓
3 - ~~The Tracy Twins in Japan~~?
12 Days of Christmas ✓
5 - Wizard of Oz ✓
2 - Wonderbooks?
2 - The Wouldbegoods (Penguin-Puffin) ✓
2 - Wynken, Blynken & Nod ✓

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
1 - Before the Mayflower--History of the Negro in America (1619-1962)
1 - X Black Boy
Black Humor
1 - T Black Like Me
A Black Metropolis
A Black Muslims in America
A Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
A Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
A The Fire Next Time
Fire-Bell in the Night
1 - X For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
1 - Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
X Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
A Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
10 - Roosevelt Grady ← this is good for children of your group
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
1 - The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
10 - Up From Slavery — excellent biog of Booker T. Washington for children
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
1 - Why We Can't Wait
2 - X Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
5 — Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
5 — Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
2 — Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
5 — Stories of Modern America

Copies

Copies

1 — X They All Discovered America
3 — X Thomas Jefferson
A Time to Stand
The Wall
1 — When the Legends Die
3 — X Wonders of the World
Woodrow Wilson and the New America
3 — X The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

copies

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths ?
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
Fun with Words, Grade 1, 2, and 3 (3 copies - 3rd grade
2 - Fun with Words and Pictures
Getting Ready to Read } ?
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
5 - Growing Plants
100 - Help Your Child Succeed in School 100 copies for the parents if it is a good one for them
Heredity, Race, and Society
20 - How and Why Wonder Book of Beginning Science
20 - How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
5 - How to Become a Better Reader
5 - How to Get Higher Marks in School
How to Prepare for College
5 - How to Study
How to Study Better and Get Higher Marks
5 - The Human Body
5 - The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
5 - Machines that Built America
Mammals ?
5 - Man in Flight
Math, Grade 1, 2, 3, 4 ?
1 - Mathematics in Everyday Things ?
5 - Mathematics Tables and How to Use Them
New American Guide to Colleges
5 - New American Webster Handy College Dictionary
5 - New Hammond World Atlas
1 - The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
3 - Number Fun ?
Pacific Northwest
5 - Parent's Guide to Children's Reading
5 - Penguin Dictionaries (Art, Music, Politics, etc.)
1 - Penguin Encyclopedia
2 - People and Places ?
2 - Pictorial History of Western Art
2 - Picture History of Painting
2 - Rapid Vocabulary Builder
Reptiles and Amphibians ?
Sailing
10 - Satellites, Rockets, and Outer Space
10 - Science Projects Handbook
The Sea Around Us ?
Sea Shells ?

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Copies

Seashores
Shortcuts to Effective English
Silent World
Southwest
5 — Stop, Look, and Write
5 — The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
50 — 3-In-1 Workbook, Grade 1 and 2 ?
Trees ✓
5 — 20 Steps to Perfect Spelling
1 — Walt Disney Story of Our Friend the Atom ✓
Weather ? ✓
2 — Words Most Often Misspelled and Mispronounced
3 — You and Your Senses
1 — Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

Copies

1 Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
1 Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
2 Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
1 Family Legal Adviser
Family Medical Encyclopedia
1 Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
1 Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
1 Householder's Manual
1 How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
1 Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
1 Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

Broadus Wood Elem. School

Earlysville, Va. 22936

Nov. 10, 1966

Southern Regional Council, Inc.

5 Forsyth St.

Atlanta 3, Georgia

Dear Sirs:

The Community Action Organization has given Mr. David Wayland a list of books available to organizations working with poverty children. Through this organization, we are trying to make more books available to these children in this community.

Would it be possible for us to have these books made available to the library of Broadus Wood Elementary School for this purpose?

Thank you for your consideration.

Sincerely Yours,

Mrs. F. H. Addington

Mrs. F. H. Addington

Librarian

Broadus Wood Elem. School

November 15, 1966

Mrs. F. H. Addington
Librarian
Broadus Wood Elementary School
Earlysville, Virginia 22936

Dear Mrs. Addington:

We are glad to hear about your interest in making more books available to poverty children. I assume the list of books you mention in your letter is the bibliography we have developed for our paperback book project. Let me explain this project further.

We are trying to find novel ways of distributing books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for libraries, study halls, tutorials, or any other device to encourage reading. The plan may be to lend the books or encourage book ownership. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

I enclose a bibliography in case you need one. The total number of books selected depends simply on how many a particular program will need. You may order more than one copy of a book, and you may order by category if you want all the titles in a category.

When you send your selection, could you give me more information about the plans you have made for the books and the work which the Community Action Organization is doing in Earlysville? Will members of this organization be helping you with your book program?

Please let us hear from you as soon as possible, for we have been funded for a limited period of time.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

Broadus Wood High School
EARLYSVILLE, VIRGINIA 22936

OFFICE OF THE PRINCIPAL

December 1, 1966

Dear Miss Cole,

We appreciate your letter concerning the Paperback Book Project and are most interested in the project as it relates to our school library.

We believe that through our school, in this particular section of Albemarle County, we have access to the homes of a large number of people who do not have reading material available except through our school library. Ours is a new library, but we are doing our best to distribute the books which we can no longer shelf and all available magazines to these poverty homes.

Mr. Wilbur Wright is working in cooperation with Rev. David Wayland in the Earlysville Community to promote educational advantages for poverty families through the Community Action Organization.

I am enclosing the book list with

desired books checked with the hope that at least some of these may be made available for distribution through our school library.

Our plan is to make a seperate card file of these books and lend them as long as they are in a suitable condition for circulation. At that time when it seems wise, we plan to distribute the books among poverty families. The children in our school crave reading material of any kind and would be most appreciative of being able to own some books. Many of them are from illiterate families who do not recognize the necessity of education. These children take the greatest amount of care in handling their books and, to date this year, there has not been a single book lost from our library.

The Community Action Organization is active here in the Head Start Program and Rev. Wayland has been most helpful in bringing used books and magazines to us for distribution. I'm sure he will help in any way with our book program.

Sincerely,

Marie B. Addington, Librarian

TO: Mrs. F. H. Addington
Librarian
Broadus Wood Elementary School
Earlysville, Virginia 22936

ORDER:

See attached book list.

This totals 444 books.

Broadus Wood Elementary School

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
2-Adventures of Tom Sawyer
African Treasury
2-Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
2-Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
2-Billy Budd and Typee
Black Arrow
Blackboard Jungle
2-Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

2-Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
2-Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
2-Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be!
Goldfinger
The Good Earth
2-Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
2-How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

2-The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
2-Lassie Come-Home
2-Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
2-My Life as an Indian
2-The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
2- McCall's Book of Paper, Wood and Paint Crafts
2- McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
2- My Antonia
My Life and Hard Times
2- My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
2- Old Yeller
On the Beach

The Pearl
Pocket Book of Stories - O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
2- Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book'
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

1 set ——————— THE BASIC ONE HUNDRED (see next page)

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mohicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arthur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY

2-Billy Budd (1000 word level)
2-Golden Trails (2000 word level)
2-The Red Badge of Courage (2000 word level)
2-The Turn of the Screw (2000 word level)

3 copies of each book.

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors are Nice
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The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Susy
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan-Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
2- Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
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For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
2- Inside the Ku Klux Klan
In White America
Invisible Man
2- Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
2- The Movement (Hansberry)
Mr. Kennedy and the Negroes
2- Native Son
2- The Negro in the Making of America
2- Negro in the United States: A Brief History
Negro Question
The Negro Revolt
2- Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
2- On Being Negro in America
2- Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
2- The Story of Jazz
2- Strange Career of Jim Crow
2- The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
2- Years Pictorial History of the American Negro

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U. of Chicago)
The American Scene: 1600-1860
Americans All: Story of Our Latin American Neighbors
Ark of Empire: American Frontier 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
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Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
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Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
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Great Untold Stories of World War II
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New History of the United States
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The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
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2- Picture History of the Modern World
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President Kennedy Selects Six Brave Presidents
2- Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
Basic Facts of Human Heredity
The Body in Action
Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
2-Fun with Words, Grade 1, 2, and 3
2-Fun with Words and Pictures
2-Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
2-Help Your Child Succeed in School
Heredity, Race, and Society
2-How and Why Wonder Book of Beginning Science
2-How and Why Wonder Book of Our Earth
How Much is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
2-Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
10-New American Webster Handy College Dictionary
5-New Hammond World Atlas
2-The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
2-Reptiles and Amphibians
Sailing
2-Satellites, Rockets, and Outer Space
2-Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
2-Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
2-Zoology

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2-Accident Handbook
2-All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
2-Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
2-Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
2-Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
2-McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
2-Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
2-To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

Broadus

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5 Forsyth Street, N. W.
Atlanta 3, Georgia

~~TEENAGERS~~, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

Family Nobody Wanted
Fate is the Hunter
Fighting Angel
Fighting Marines
The Fighting Southpaw
Folksongs for Fun
For Bond Lovers Only
For the Love of Peanuts, other Peanuts books (Schulz)
For Your Eyes Only
Fresh and Salt Water Fishing
Fury

Genghis Khan (Lamb)
Georgia Boy
Glory Be !
Goldfinger
The Good Earth
Goodbye, Mr. Chips
Grapes of Wrath
Great American Short Stories
The Great Escape
Great Expectations
Great Sea Stories
Great Tales of Action and Adventure
Gus Wilson's Model Garage

Harte of the West: 17 Stories by Bret Harte
His Eye Is on the Sparrow
Hobbies for Pleasure and Profit
Hot Rod
Hot Rod Angels
The Hound of the Baskervilles
How to Draw and Paint
How to Write a Song
Humor of J.F.K.
Hunchback of Notre Dame
Hurry Sundown

I Always Wanted to Be Somebody
Immortal Poems of the English Language
The Incredible Journey
Inherit the Wind
Inn of the Sixth Happiness
Invasion: They're Coming
Ivanhoe

The Jungle Books

Kidnapped
Kim
Kon-Tiki

Language of Love
A Lantern in Her Hand
Lassie Come-Home
Laughing Boy
The Learning Tree
Legend of Sleepy Hollow
My Life as an Indian
The Light in the Forest
Lilies of the Field
The Living Tide
Lord of the Flies
Lost on Venus

The Mad Sampler
Major American Poets
Man on a Raft
The Man Who Never Was
The Many Loves of Dobie Gillis

Mastermind of Mars
McCall's Book of Paper, Wood and Paint Crafts
McCall's Make Your Own Decorations and Gifts Book
Member of the Wedding
The Miracle Worker
Mister Fisherman
Moon Fleet
The Moon is Down
Moonraker
Moonstone
The Most Dangerous Game
My Antonia
My Life and Hard Times
My Lord, What a Morning
The Mysterious Island
Mysterious Stranger and Other Stories

Nature Crafts
New Pocket Anthology of American Verse
New Treasury of Folk Songs
The Night They Burned the Mountain
1984
The 1965 Olympic Guide
No Time for Sergeants

Of Mice and Men
Official Rules of Card Games
Old Man and the Sea
Old Yeller
On the Beach

The Pearl
Pocket Book of Stories-O. Henry
Popular History of Music
Prince and the Pauper
Prison Nurse
Pro Football Handbook
Pudd'nHead Wilson

Quest of the Snow Leopard

A Raisin in the Sun
The Red Badge of Courage
The Red Pony
Robinson Crusoe
Romance of Leonardo Da Vinci
Romeo and Juliet and West Side Story
Run Silent, Run Deep

Sartoris
Scaramouche
The Scarlet Letter
Screwball
Sea Wolf
Serpent's Coil
Seven Days in May
Seventeen
Shane
The Shook-up Generation
A Single Pebble
Six Great Modern Plays
Somebody Up There Likes Me
The Spy Who Loved Me
Stories from the Twilight Zone
Stories My Mother Never Told Me
The Story Catcher
Strangest of All
Street Rod
Study in Scarlet and Sign of the Four
Superman books

Sweet Thursday
Swiss Family Robinson

Tales of the Incredible
Tales of Terror and Suspense
Teahouse of the August Moon
Teen-Age Dance Book
Teensville, USA
Ten Modern American Short Stories
Three Comedies of American Life
Thunderball
Time is the Simplest Thing
The Time Machine
The Time of Her Life
To Kill a Mockingbird
Tobacco Road
Tortilla Flat
The Train from Katanga
Travels of Marco Polo
Treasure Island
The Tunnel Escape
20,000 Leagues Under the Sea
Two Years Before the Mast

Vietnam Diary
Von Ryan's Express

The Wanderer
War Beneath the Sea
War of the Worlds
What Then Is Love
Where's Annie?
Wit's End

You Only Live Twice

A Zoo in my Luggage

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
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Leaves of Grass	Walt Whitman
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Black Beauty
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Child's Story of Ancient Days
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Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

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The Wall
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World War II in Pictures

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The Body in Action
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College Scholarships and Loans: Who Gets Them--How and Why
Complete Handbook of Better English
Computers: the Machines We Think With (Dell)
Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
Electronics for Everyone
Engineering
English for Everyone
English Through Pictures, Books 1 and 2
Everglades National Park
Everyday Arithmetic Self Taught
Exploration of Space
First Workbook of English
Flowers
Fossils
2- Fun with Words, Grade 1, 2, and 3
Fun with Words and Pictures
Getting Ready to Read
Grade One Practice Workbook Reading
Grammar Self-Taught
Great Inventions
Growing Plants
Help Your Child Succeed in School
Heredity, Race, and Society
How and Why Wonder Book of Beginning Science
How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
How the Great Religions Began
How to Become a Better Reader
How to Get Higher Marks in School
How to Prepare for College
How to Study
How to Study Better and Get Higher Marks
The Human Body
The Human Mind (Curtis Co.)
Ideas of the Great Economists
Little Book of Stars
Machines that Built America
Mammals
Man in Flight
Math, Grade 1, 2, 3, 4
Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
1 New American Webster Handy College Dictionary
New Hammond World Atlas
The New Mathematics Dictionary and Handbook
New Ways to Greater Word Power
Number Fun
Pacific Northwest
Parent's Guide to Children's Reading
Penguin Dictionaries (Art, Music, Politics, etc.)
Penguin Encyclopedia
People and Places
Pictorial History of Western Art
Picture History of Painting
Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
Satellites, Rockets, and Outer Space
Science Projects Handbook
The Sea Around Us
Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
Shortcuts to Effective English
Silent World
Southwest
Stop, Look, and Write
The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
3-In-1 Workbook, Grade 1 and 2
Trees
20 Steps to Perfect Spelling
Walt Disney Story of Our Friend the Atom
Weather
Words Most Often Misspelled and Mispronounced
You and Your Senses
Zoology

VOCATIONAL GUIDANCE

The Bantam Book of Correct Letter Writing
Career Guide for Young People
The Delso Sisters, Beauticians*
From High School to a Job
How to Be an Effective Secretary
How to Become a Government Girl
How to Land the Job You Want
John Leveron, Auto Mechanic*
Marie Perrone, Practical Nurse*
The Millers and Willie B.; Butcher, Baker, Chef*
1001 New Job Opportunities
1001 Top Jobs for High School Graduates
Opportunities in Agricultural Engineering
Opportunities in Free Lance Writing
Opportunities in Machine Shop Trades
Opportunities in Office Occupations
Opportunities in Pharmacy Careers
Opportunities in Recreation and Outdoor Education
Opportunities in Social Work Careers
Opportunities in Teaching Careers
Six Ways to Get a Job
So You Want to Be a Doctor
So You Want to Be a Lawyer
So You Want to Be a Nurse
Television as a Career
Touch Typing in 10 Lessons
Writing Fiction

*Follett. Vocational Reading Series, Lerner and Moller, 1965)

More books to be added.

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

2- Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
Ann Landers Talks to Teenagers About Sex
Ann Pillsbury's Baking Book
The Art of Dating
Be Happier, Be Healthier
Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
Bulky Knitting
Calories, Vitamins, and Common Sense
Children's Knitting
Complete Book of Knitting and Crocheting
Complete Guide to Home Sewing
Cookbook for Beginners
Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
Etiquette and Manners
Explaining Life to a Child (Dell)
Facts of Life and Love for Teenagers
Facts of Love and Marriage for Young People
Family First Aid
Family Legal Adviser
Family Medical Encyclopedia
Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
How to Clean Everything
The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
Key to Physical Fitness
McCall's Easy Sewing Book
New Handbook of Modern Birth Control
New Ways in Sex Education
Nutrition in a Nutshell
On Life and Sex
1001 Questions and Answers from the Family Handyman
The Painless Way to Stop Smoking
Planned Parenthood
Pocket Book of Baby and Child Care (Spock)
Pregnancy and Birth
Premarital Dating Behavior
Protecting Yourself and Family
Sewing: New Ways, New Tools
Sex and the Adolescent
So You're Going to Be Married
Social Security and Medicare (Dell)
Stop Dieting: Start Losing
Tell Me, Doctor
To Goof or Not to Goof
The Vanishing Adolescent
Your Adolescent at Home and in School
Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)

CONSUMERS, COOPERATIVES

Buyer's Guide to Nearly Everything
Consumer's Guide to Better Buying
Family Handbook of Dollars and Sense
How and Where to Borrow Money
How to Borrow Money
How to Get More for Your Money
How to Lower Your Food Bills
How to Spend More, Owe Less, and Live Better
Principles of Cooperation (Bogardus, Cooperative League of USA)
Sense with Dollars
Something of Our Own (H.J.K. Publishing Co., Jackson, Miss.)
Vice President in Charge of Revolution (McGraw Hill)

Schuyler Elem. School
Schuyler, Va.
Oct. 19, 1966

Dear Miss Cole,

Your name has been furnished as a possible source for books for the library in our elementary school. There are seven grades (Gr. 1 - 7) in the school and we need books to supplement our instructional program. The majority of the children are from culturally deprived homes. I would appreciate it if you would send me a list of books available - and information as to how to qualify for them.

Yours truly,

(Mrs) Frances B. Walker, Principal
Schuyler Elem. School
Schuyler, Va. 22969

cc: Bob Combs

October 31, 1966

Mrs. Frances B. Walker
Principal
Schuyler Elementary School
Schuyler, Virginia 22969

Dear Mrs. Walker:

Thank you for your inquiry about our paperback book project. I have also received from the Virginia Council on Human Relations your letter to Mr. Robert Combs.

We have undertaken this project to encourage novel ways of getting books to people who, for a number of reasons, have very little access to reading material. The channels we have been using are local community groups and schools with ongoing programs that include plans for general libraries, classroom libraries, study halls, tutorials, or any other device to encourage reading. Since our project is experimental, we are asking each group to send later a brief follow-up report so that we can learn about the response to the books.

Enclosed is the bibliography we have developed for applicants to use in making their selections. The total number of books you may order depends simply on how many you judge can profitably be used. If this list looks good to you, we would be happy to learn more about your plans for such books.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Enc.

VIRGINIA COUNCIL ON HUMAN RELATIONS
17 EAST CARY STREET
RICHMOND, VIRGINIA 23219
TELEPHONE: AREA CODE 703—648-4444

October 28, 1966

ALEXANDRIA
ARLINGTON
BLACKSBURG
CHARLOTTESVILLE
COVINGTON
DANVILLE
FAIRFAX
FRANKLIN
FREDERICKSBURG
GILES
HANOVER
HOPEWELL
LANCASTER-NORTHUMBERLAND
LEXINGTON
LOUDOUN
LYNCHBURG
MERCER-TAZEWELL
NORFOLK
PENINSULA (HAMPTON-NEWPORT NEWS)
PETERSBURG
PORTSMOUTH
PRINCE EDWARD
PRINCE WILLIAM
RADFORD
RICHMOND
ROANOKE
ROCKINGHAM
VIRGINIA BEACH
WARRENTON
WILLIAMSBURG
COLLEGE COUNCIL

Mrs. Frances Walker, Principal
Schuyler Elementary School
Schuyler, Virginia

Dear Mrs. Walker:

Thank you for your inquiry concerning the book project. We are mailing you some materials.

We are forwardingyour letter to Miss Louise Cole, Book Project Director, Southern Regional Council, 5 Forsyth Street N.W., Atlanta, Ga. 30303. She will have to review the request.

We are also sending you some material about our attempt to desegregated Virginia's textbooks.

Sincerely,

Robert Lee Combs

Robert Lee Combs,
Executive Director

cc.

Miss Louise Cole

Louise,
I do not know her. Nelson County, Southwest of Charlottesville, Va ~~foot of~~. prior to George Washington National Forest, edge of Mountains Blue Ridge

Schuyler Elem. School
Schuyler, Va. 22969

Dear Rev. Combs,

Your name has been furnished as a possible source to get books for our elementary school library. There are seven grades (Gr. 1 - 7.) in our school and we need a library in order to supply our children with supplementary reading materials.

I would appreciate it very much if you would supply me with a list of books that are available and also information as to how we can qualify to receive these books.

Yours Truly
Mrs. Frances Walker, Principal
Schuyler Elem. School
Schuyler, Va. 22969

November 21, 1966

Mrs. Frances B. Walker
Principal
Schuyler Elementary School
Schuyler, Virginia 22969

Dear Mrs. Walker:

I have received both your letters explaining your plans for the library and reading programs. To get books to your school quickly, I have sent to the Atlanta News Agency an order for some 980 books. If this number is not sufficient, let me know. This selection includes practically all the titles in every category on the list except "Vocational Guidance" and "Consumers, Cooperatives." I was not sure you would want these, but if you can use them, I will send in an additional order. Allow about three weeks for delivery.

We are pleased to know of your efforts to make books a familiar part of the lives of these people in Schuyler and we wish you success.

Sincerely,

(Miss) Louise Cole
Paperback Book Project

Schuyler Elementary School
Schuyler, Virginia 22969

Office of the Principal

Nov. 9, 1966

Miss Louise Cole
Southern Regional Council, Inc.,
5 Forsyth Street, N. W.,
Atlanta, Georgia 30303

Dear Miss Cole,

By now you have received my letter that was written last week - giving you some pertinent information on my request for library books.

I will try to fill you in on some of the background of this school. We are situated in the Blue Ridge Mountains of Virginia. The only industry in the immediate vicinity is a soapstone mine, which now employes approximately 300 men. The next closest industry is Charlottesville - 30 miles away. There are 180 children enrolled here, grades one through seven. This is a culturally and economically deprived area. Sixty-eight per cent of the parents of these children have less than a fifth grade education.

We do not have a library in the school - nor are there room libraries. The P. T. A. has adopted as a project for the year furnishing books for a school library. We have had one program to raise money - a Halloween Carnival - and $658.79 was netted. This is a good start - but only a start - and the books are needed now. There is a large room here in the school that is suitable to be used as a library - and the P. T. A. members are going to paint it within the next few weeks. This room will serve as a central library for all the classrooms. There will be regular scheduled times for its use. We are also planning for it to be used before school begins in the mornings and in the afternoons after school has been dismissed. Plans are under discussion for adult use - a sort of "Great Books Club".

If there is any further information that you would like to have, please advise.

Very truly yours,

(Mrs.) Frances B. Walker

(Mrs.) Frances B. Walker
Principal

TO: Mrs. Frances B. Walker
Principal
Schuyler Elementary School
Schuyler, Virginia 22969

ORDER:

See attached book list.

This totals 980 books.

Schuyler Elem. School
Schuyler, Va. 22969

Miss Louise Cole
Southern Regional Council, Inc.,
5 Forsyth Street, N. W.,
Atlanta, Ga., 30303

Dear Miss Cole,

The following is a proposal to the Southern Regional Council to receive books through the Paperback Book Distribution Project

Purpose: To establish a library in a public elementary school where the range of grades is first through seventh. Schuyler Elementary School does not have a library and the "packages" of books available, including 100 selected classics and other scholastically-oriented works, would seem to be extremely valuable. There are currently 180 children enrolled in this school.

How the books will be used: The books will be used by each grade at regular scheduled library periods. The books will also be used before school begins in the mornings and in the afternoons after school has been formally dismissed. (This is a culturally deprived area and in too many homes magazines and newspapers are not to be found - the only books in use now are textbooks.)

What persons will have access to the books - All children in Grades one through Seven - ages 6 years to 15 years. We also hope to have some books of interest to the parents of these children. In this sections more than one-half of the parents have less than an ~~xxxx~~ eighth grade education.

The books will be distributed - by loan.

What specific needs will be served by this use of the books - These books will help to enrich the background of these children and build an interest in books that will last a lifetime. It is desired that many reading experiences will in some way help to break their "proverty syndrome".

What type of books are needed - All kinds of books are needed: Amount - enough to serve 180 children - Especially helpful would be books of high interest and low level of reading ability for boys 12 to 15 years old. (We have our problems with keeping these boys in school and in attending school daily.)

Continuing Operation - Our plans are now are to have adults maintain this program all through the summer - and continue the use during the school years.

If any further information is needed - please contact me. So far, I have been in charge of initiating and maintaining what progress we have made.

Very truly yours, Frances B. Walker
(Mrs) Frances B. Walker, Principal
Schuyler Elem. School

Schuyler, Va. 22969

Schuyler Elem. School

SOUTHERN REGIONAL COUNCIL, INC.
5 Forsyth Street, N. W.
Atlanta 3, Georgia

One copy of each book in this category. (p. 2, 3, + 4).

TEENAGERS, ADULTS LEISURE READING

Across Five Aprils (Grosset-Tempo)
Adventures of Huckleberry Finn
Adventure of Robin Hood
Adventures of Tom Sawyer
African Treasury
Alice's Adventures in Wonderland and Through the Looking Glass
All Quiet on the Western Front
All the King's Men
An American Tragedy
Andersonville (Sig.)
Animal Farm
Anna and Her Daughters
Anne Frank: Diary of a Young Girl
April Morning
The Assistant
Away All Boats

Banners at Shenandoah
Basketball
Batman books
Beany and the Beckoning Road
Beasts of Tarzan
Beatles in a Hard Day's Night
Becky's Island
The Bedford Incident
Behind the Plate
A Bell for Adano
Beverly Hillbillies Book of Country Humor
Billy Budd and Typee
Black Arrow
Blackboard Jungle
Born Free
Boy Next Door
A Boy Ten Feet Tall
Brave New World
Breaking the Bonds
Bridges at Toko-Ri
Buffalo Chief
Bulfinch's Mythology
But Not Next Door

Call of the Wild; White Fang
Call Them Heroes. Books 1-4 (Silver-Burdette)
Cannery Row
Casino Royale
Catcher in the Rye
Chad Hanna
Cheaper by the Dozen
Childhood's End
A Christmas Carol
Chucklebait
City Boy
A Connecticut Yankee in King Arthur's Court
Count of Monte Cristo
Crash Club
Cry, the Beloved Country

Dangerous Summer
A Day in the Life of President Kennedy
Dennis the Menace books
Deputy's Revenge
Devil's Advocate
Diamonds are Forever
Drag Doll

Earthlight
East of Eden
Easy to Make Gifts
Elizabeth and the Young Stranger
Exodus

Fall of the House of Usher

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

1 set ———— THE BASIC ONE HUNDRED (see "Limited Vocabulary")

Pride and Prejudice	Jane Austen
Sense and Sensibility	Jane Austen
The Wizard of Oz	L. Frank Baum
Jane Eyre	Charlotte Bronte
Wuthering Heights	Emily Bronte
The Age of Chivalry	Thomas Bulfinch
The Age of Fable	Thomas Bulfinch
The Way of All Flesh	Samuel Butler
Alice's Adventures in Wonderland	Lewis Carroll
The Moonstone	W. W. Collins
Lord Jim	Joseph Conrad
The Deerslayer	James F. Cooper
The Last of the Mochicans	James F. Cooper
The Pathfinder	James F. Cooper
The Pioneers	James F. Cooper
The Prarie	James F. Cooper
The Red Badge of Courage	Stephen Crane
Two Years Before the Mast	Richard Henry Dana
Pere Goriot	Honore de Balzac
Robinson Crusoe	Daniel DeFoe
A Christmas Carol	Charles Dickens
David Copperfield	Charles Dickens
Great Expectations	Charles Dickens
Oliver Twist	Charles Dickens
A Tale of Two Cities	Charles Dickens
The Mutiny on Board H.M.S. Bounty	William Bligh
The Hound of the Baskervilles	A. Conan Doyle
Silas Marner	George Eliot
The Mill on the Floss	George Eliot
The Autobiography of Benjamin Franklin	Benjamin Franklin
The Vicar of Wakefield	Oliver Goldsmith
The Mayor of Casterbridge	Thomas Hardy
The Return of the Native	Thomas Hardy
Tess of the D'Urbervilles	Thomas Hardy
The Outcasts of Poker Flat	Bret Harte
The House of the Seven Gables	Nathaniel Hawthorne
The Scarlet Letter	Nathaniel Hawthorne
Twice-Told Tales	Nathaniel Hawthorne
O. Henry, The Four Million and Other Stories	O. Henry
The Odyssey	Homer
Green Mansions	W. H. Hudson
The Legend of Sleepy Hollow	Washington Irving
The Ambassadors	Henry James
The Story of My Life	Helen Keller
Captains Courageous	Rudyard Kipling
Kim	Rudyard Kipling
The Call of the Wild	Jack London
The Sea Wolf	Jack London
White Fang	Jack London
Evangeline	Henry W. Longfellow
The Prince	Niccolo Machiavelli
Moby Dick	Herman Melville
Typee	Herman Melville
The Scarlet Pimpernel	Baroness Orczy
The Oregon Trail	Francis Parkman
Edgar Allen Poe, Selected Stories And Poems	Edgar Allan Poe
Men of Iron	Howard Pyle
Aesop's Fairy Tales	Aesop
Ivanhoe	Sir Walter Scott
As You Like It	William Shakespeare
Julius Caesar	William Shakespeare
Hamlet	William Shakespeare
Macbeth	William Shakespeare
The Merchant of Venice	William Shakespeare
A Midsummer Night's Dream	William Shakespeare

CLASSICS SHELF AND LIMITED VOCABULARY EDITIONS

THE BASIC ONE HUNDRED

The Tempest	William Shakespeare
Twelfth Night	William Shakespeare
Man and Superman	George Bernard Shaw
Frankenstein	Mary Shelley
The Jungle	Upton Sinclair
The Black Arrow	Robert L. Stevenson
Doctor Jekyll and Mr. Hyde	Robert L. Stevenson
Kidnapped	Robert L. Stevenson
The Master of Ballantrae	Robert L. Stevenson
Treasure Island	Robert L. Stevenson
Dracula	Bram Stoker
Gulliver's Travels	Jonathan Swift
Walden-Essay on Civil Disobedience	Henry David Thoreau
A Connecticut Yankee in King Arhtur's Court	Mark Twain
Huckleberry Finn	Mark Twain
Life on the Mississippi	Mark Twain
The Prince and the Pauper	Mark Twain
Tom Sawyer	Mark Twain
Around the World in Eighty Days	Jules Verne
A Journey to the Center of the Earth	Jules Verne
Master of the World	Jules Verne
The Mysterious Island	Jules Verne
Michael Strogoff	Jules Verne
Twenty Thousand Leagues Under the Sea	Jules Verne
Robin Hood	E. Charles Vivian
Ben Hur	Lew Wallace
The First Men in the Moon	H. G. Wells
The Food of the Gods	H. G. Wells
The Invisible Man	H. G. Wells
The Time Machine	H. G. Wells
The War of the Worlds	H. G. Wells
Leaves of Grass	Walt Whitman
The Virginian	Owen Wister
The Picture of Dorian Gray	Oscar Wilde
The Swiss Family Robinson	Johann Wyss

(Entire set ordered as a unit)

LIMITED VOCABULARY--

10 —Billy Budd (1000 word level)
10 —Golden Trails (2000 word level)
10 —The Red Badge of Courage (2000 word level)
10 —The Turn of the Screw (2000 word level)

4 copies of each book in this category.

CHILDREN'S BOOKS--LEISURE

Abe Lincoln Gets His Chance
The Adventures of Pinocchio
Aesop's Fables (Dell)
Ah Fu: A Chinese River Boy
Alice Gets a New Look
The Anytime Rings
Bambi
Barney Beagle
Black Beauty
By Myself (I-III)
Case of the Aluminum Crutch
The Cat Book
Child's Garden of Verses
Child's Story of Ancient Days
Colors Are Nice
Coming of Flame
Day with Debbie*
The Dog Book
Donald Duck Book
The Duck on the Truck
The Elephant Book
Every Child's First English Color and Learn Book
The Fir Tree
Fish Book
Flame, Son of Silver Cloud
Four Seasons with Suzy*
Fun with David*
Fun with Dots
The Gilead Bomb
Golden Shape Books
Happy Children
The House that Jack Built
Humpty Dumpty Book
Hurry Up, Slowpoke
I Made a Line
In the Big City*
Jack and the Beanstalk
King Who Learned to Smile
Laugh with Larry*
Little Gray Mouse and the Train
New Girl at Merrywhether
Night Before Christmas
Our Animal Story Books
The Owl and the Pussycat
Penny Takes the Stage
People Read (Macmillan--Bank Street Readers)
Peter Pan
Popeye
Question and Answer Book
Read-Aloud Funny Stories
Robin West: Freshman Nurse
Robin West: Nurse's Aide
Samax, the Gladiator
Secret of the Dark Stranger
The Selfish Giant
Sturdi Contour Books
Sunny Days in the City*
Sunshine Book
Surprise in the Tree
Tip Top Elf Rand McNalley Golden Future Coloring Books
Three Bears and Goldilocks
The Tracy Twins in Japan
12 Days of Christmas
Wizard of Oz
Wonderbooks
The Wouldbegoods (Penguin-Puffin)
Wynken, Blynken & Nod

*1st grade readers with integrated pictures

2 copies of each book in this category.

NEGRO HISTORY, CULTURE, RACE RELATIONS, AFRICAN HISTORY

The African (Signet)
African Heritage
African Independence (Dell)
Africa's Freedom
American Race Relations Today
The Angry Black South
Before the Mayflower--History of the Negro in America (1619-1962)
Black Boy
Black Humor
Black Like Me
Black Metropolis
Black Muslims in America
Black Nationalism
Black Treasure (Barlow, Tempo)
But Not Next Door
Cool World
Crisis in Black and White
Essays on the History of the American Negro
Fight for Freedom: Story of NAACP
The Fire Next Time
Fire-Bell in the Night
For Human Beings Only
Freedom Summer
From the Back of the Bus
Geography of African Affairs
Go Tell It on the Mountain
A Handbook of African Affairs
Home to Harlem
I Always Wanted to Be Somebody
Inside the Ku Klux Klan
In White America
Invisible Man
Lift Every Voice: the Lives of Booker T. Washington, W.E.B. Du Bois, Mary Church Terrell, and James Weldon Johnson (Doubleday)
Mind of the South
Mississippi: the Closed Society (Harvest)
The Movement (Hansberry)
Mr. Kennedy and the Negroes
Native Son
The Negro in the Making of America
Negro in the United States: A Brief History
Negro Question
The Negro Revolt
Negro Today
Nigger
Nobody Knows My Name
Notes of a Native Son
On Being Negro in America
Portrait of a Decade
Race and Nationality in American Life
Roosevelt Grady
Sex and Racism in America
Souls of Black Folk
The South and the Southerner
South Town
Southern Temper
The Story of Jazz
Strange Career of Jim Crow
The Strength to Love
Stride Toward Freedom
This is My Country Too
The Troublesome Presence
Up From Slavery
We Shall Overcome (Dell)
When the Word is Given
Who Speaks for the Negro
Why We Can't Wait
Years Pictorial History of the American Negro

One copy of each book in this category.

HISTORY (MAINLY AMERICAN)

Abraham Lincoln (Charnwood)
Age of Jackson (Ment.)
The Age of Napoleon
America and Its Presidents
America as a Civilization
America in Perspective
American Labor (Pelling. U of Chicago)
The American Scene: 1600-1860
Americans All: Story of our Latin American Neighbors
Ark of Empire: American Frontier, 1784-1803
Autobiography of Benjamin Franklin
Autobiography of Will Rogers
Background to Viet Nam
Banners at Shenandoah
The Big Change: America Transforms Itself, 1900-1950
Book About American History
Brief History of the U.S.
China: the Country Americans Are Not Allowed to Know
Christopher Columbus, Mariner
Cimarron
Citizen Tom Paine
The Civil War: A New One Volume History (Mentor)
Combat: War with Germany
Combat: War with Japan
Day Lincoln Was Shot
Day of Infamy
Documentary History of the U.S.A. (Heffner)
Eight Courageous Americans
The Final Challenge: the American Frontier (1804-1845)
Franklin D. Roosevelt and the Age of Action
George Washington (Mentor)
The Good Years (1900-1914)
The Great Adventure: America in the First World War
The Great Dissenters
Great Untold Stories of World War II
Here to Stay
Hiroshima
A History of Russia
History of the U.S. Since 1945
Hitler, A Study in Tyranny
Hoofbeats of Destiny: Story of the Pony Express
How and Why Wonder Book of the American Revolution
If the South Had Won the Civil War
Indian-Fighting Army
Indians of the Americas
Inside Europe Today
The Last Days of Hitler
Letters from an American Farmer and Sketches of 18th Century America
Life on the Mississippi (Twain)
Main Street, U.S.S.R.
Nation Divided
The New Asia
New History of the United States
A Night to Remember
The 19th Century World
The Octopus
Only Yesterday
Our 50 United States
Paul Revere and the World He Lived In (Sentry)
Peking and Moscow
Picture History of the Modern World
A Pocket History of the United States
President Kennedy Selects Six Brave Presidents
Presidents of the USA: Profiles and Pictures
Rebels and Redcoats
Roughing It
Secrets of the Past
Sink the Bismarck
Stillness at Appomattox
Stories of Modern America

They All Discovered America
Thomas Jefferson
A Time to Stand
The Wall
When the Legends Die
Wonders of the World
Woodrow Wilson and the New America
The World of Ancient Man
World War II in Pictures

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Art of Being a Successful Student
Basic Algebra Self Taught
Basic Biology Self Taught
Basic Chemistry Self Taught
1 — Basic Facts of Human Heredity
1 — The Body in Action
1 — Books That Changed the World
Butterflies and Moths
College Scholarships and Loans: Who Gets Them--How and Why
1 — Complete Handbook of Better English
1 — Computers: the Machines We Think With (Dell)
1 — Darwin and the Modern World View
Double Your Reading Speed
Economics in One Lesson
1 — Electronics for Everyone
Engineering
1 — English for Everyone
1 — English Through Pictures, Books 1 and 2
Everglades National Park
1 — Everyday Arithmetic Self Taught
1 — Exploration of Space
1 — First Workbook of English
Flowers
Fossils
1 — Fun with Words, Grade 1, 2, and 3
1 — Fun with Words and Pictures
1 — Getting Ready to Read
1 — Grade One Practice Workbook Reading
1 — Grammar Self-Taught
1 — Great Inventions
1 — Growing Plants
1 — Help Your Child Succeed in School
1 — Heredity, Race, and Society
1 — How and Why Wonder Book of Beginning Science
1 — How and Why Wonder Book of Our Earth
How Much Is a College Degree Worth to You
1 — How the Great Religions Began
1 — How to Become a Better Reader
1 — How to Get Higher Marks in School
How to Prepare for College
1 — How to Study
How to Study Better and Get Higher Marks
1 — The Human Body
1 — The Human Mind (Curtis Co.)
Ideas of the Great Economists
1 — Little Book of Stars
1 — Machines that Built America
Mammals
Man in Flight
1 — Math, Grade 1, 2, 3, 4
1 — Mathematics in Everyday Things
Mathematics Tables and How to Use Them
New American Guide to Colleges
15 — New American Webster Handy College Dictionary
10 — New Hammond World Atlas
The New Mathematics Dictionary and Handbook
1 — New Ways to Greater Word Power
1 — Number Fun
Pacific Northwest
1 — Parent's Guide to Children's Reading
1 — Penguin Dictionaries (Art, Music, Politics, etc.)
1 — Penguin Encyclopedia
1 — People and Places
1 — Pictorial History of Western Art
1 — Picture History of Painting
1 — Rapid Vocabulary Builder
Reptiles and Amphibians
Sailing
1 — Satellites, Rockets, and Outer Space
1 — Science Projects Handbook
1 — The Sea Around Us
1 — Sea Shells

SCHOOL SUBJECTS, SKILLS, REFERENCE BOOKS

Seashores
/ — Shortcuts to Effective English
Silent World
Southwest
/ — Stop, Look, and Write
/ — The Strange Story of Our Earth
30 Days to a More Powerful Vocabulary
/ — 3-In-1 Workbook, Grade 1 and 2
Trees
/ — 20 Steps to Perfect Spelling
/ — Walt Disney Story of Our Friend the Atom
/ — Weather
/ — Words Most Often Misspelled and Mispronounced
/ — You and Your Senses
Zoology

THE FAMILY--HEALTH, REARING CHILDREN, DOMESTIC SKILLS, HOME REPAIRS

/ —Accident Handbook
All New Fannie Farmer's Boston Cooking School Cook Book
/ —Ann Landers Talks to Teenagers About Sex
/ —Ann Pillsbury's Baking Book
The Art of Dating
/ —Be Happier, Be Healthier
/ —Becoming Parents
Better Homes and Gardens Baby Book
Betty Bissell Book of Home Cleaning
/ —Bulky Knitting
/ —Calories, Vitamins, and Common Sense
/ —Children's Knitting
/ —Complete Book of Knitting and Crocheting
/ —Complete Guide to Home Sewing
/ —Cookbook for Beginners
/ —Drink, Eat, and Be Thin
Encyclopedia of Clothes Care
/ —Etiquette and Manners
/ —Explaining Life to a Child (Dell)
/ —Facts of Life and Love for Teenagers
/ —Facts of Love and Marriage for Young People
/ —Family First Aid
/ —Family Legal Adviser
/ —Family Medical Encyclopedia
/ —Fannie Farmer Junior Cook Book
Fathers Are Parents, Too
First Aid for the Ailing House
Gardening the Easy Way
Good Housekeeping Book of Baby and Child Care
The Handy Book of Gardening
Heloise's Housekeeping Hints
/ —Home Maintenance: Quick and Easy Guide
Household Encyclopedia
Householder's Manual
/ —How to Clean Everything
/ —The I Never Cooked Before Cookbook
Infant Care (Lancer Books)
Instant Household Tricks
Instant Kitchen Tricks
/ —Key to Physical Fitness
/ —McCall's Easy Sewing Book
/ —New Handbook of Modern Birth Control
/ —New Ways in Sex Education
/ —Nutrition in a Nutshell
/ —On Life and Sex
1001 Questions and Answers from the Family Handyman
/ —The Painless Way to Stop Smoking
/ —Planned Parenthood
/ —Pocket Book of Baby and Child Care (Spock)
/ —Pregnancy and Birth
Premarital Dating Behavior
/ —Protecting Yourself and Family
Sewing: New Ways, New Tools
/ —Sex and the Adolescent
/ —So You're Going to Be Married
/ —Social Security and Medicare (Dell)
Stop Dieting: Start Losing
/ —Tell Me, Doctor
/ —To Goof or Not to Goof
The Vanishing Adolescent
/ —Your Adolescent at Home and in School
/ —Your Complete Home Medical Reference Book
Your Happiest Years

COMMUNITY IMPROVEMENT AND POLITICAL EDUCATION

ABC's of Community Planning (Sears)
ABC's of Urban Renewal (Sears)
America Tomorrow, Creating the Great Society
Basic Facts of American Government
Conventions and Elections: 1964 (Dell)
Democracy in America (Mentor)
Democratic Way of Life
Federalist Papers
Handbook of Everyday Law
Handbook of Practical Politics (Henry Holt & Co.)
How to Succeed in Politics
Living U.S. Constitution
Making of the President
A Manual for Direct Action (Quadrangle Books)
National Relocation and Housing Guide
Our American Government
Parties and Politics in America
The Peace Corps (Kittler)
Politics and Policies in State and Local Governments (Prentice-Hall)
Questions and Answers on American Citizenship
Report of the County Chairman
Slums and Suburbs
The U.N. and How It Works
U.S. Political System and How It Works
The Wasted Americans
What We Must Know About Communism (Overstreet)